REPORT RESUMES

ED 012 021 AL 000 447

HAITIAN CREOLE BASIC COURSE. PART I, PROGRAMMED INTRODUCTION, TAPE SCRIPT.

BY- VALDMAN, ALBERT AND OTHERS
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER BR-5-1300-2 PUB DATE 67
CONTRACT OEC-5-14-064
EDRS PRICE MF-$0.36 HC-$10.52 263P.

DESCRIPTORS- *HAITIAN CREOLE, *LANGUAGE INSTRUCTION, *AUDIOLINGUAL METHODS, *PROGRAMED TEXTS, CONTRASTIVE LINGUISTICS, BLOOMINGTON, FRENCH CREOLE, FAUBLAS PRESSOIR ORTHOGRAPHY

THIS COURSE IS PROGRAMED FOR SELF-INSTRUCTION AND SELF-TESTING AND IS APPROPRIATE FOR TEACHING EDUCATED ADULT SPEAKERS OF ENGLISH WITH NO TRAINING IN LINGUISTICS ENOUGH HAITIAN CREOLE TO "GET AROUND" IN HAITI. THE CORE OF THE COURSE IS THE MATERIAL PRESENTED AND DRILLED ON TAPES. THE STUDENT LISTENS TO EXPLANATIONS IN ENGLISH OF CONTRASTING ENGLISH-CREOLE PHONOLOGICAL AND GRAMMATICAL FEATURES AND THEN PRACTICES AUDIOLINGUAL DRILLS ON THE POINTS PRESENTED. THE STUDENT IS GUIDED IN HIS PROGRESS BY AN ACCOMPANYING STUDENT WORKBOOK CLOSELY COORDINATED TO THE TAPES. THE TAPE SCRIPT SERVES AS A REFERENCE FOR STUDENTS, TEACHERS, OR SUPERVISORS, BUT IT IS NOT ESSENTIAL TO THE LEARNING PROCESS, BEING MERELY A RECORD OF THE MATERIAL PRESENTED ON THE TAPES. (JD)

ED012021

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

HAITIAN CREOLE RESEARCH PROJECT STAFF

Director and Principal Investigator:
Albert Valdman
Professor of Linguistics and French and Italian
Chairman, Department of Linguistics

Consultant:
Pradel Pompilus
Professor of Linguistics
Ecole Normale Supérieure, Université de Port-au-Prince
Port-au-Prince, Haiti

Research Assistants:
Mary Ballarino
Department of Linguistics
Indiana University

Michelson P. Hyppolite
Department of Linguistics
Indiana University
formerly, Director of the Musée du Peuple Haitien
Port-au-Prince, Haiti

Informant:
Windsor Joseph
Department of Linguistics
Indiana University

Administrative and Secretarial Assistant:
Merle Suttmeier
Department of Linguistics
Indiana University

We gratefully acknowledge the kind assistance of numerous Haitian friends and colleagues. In particular we should like to thank Charles-Fernand Pressoir, who gave us advice and encouragement in the early stages of this project; the Fathers Yves and Paul Dejean, who made available to us recordings of Creole folk tales they had collected throughout Haiti; the Reverend Ormond McConnell, the author of the first working orthography for Creole, who discussed orthographical problems with us; M. Carrié Paultre, Administrative Secretary of the Joint Protestant Literacy Board in Haiti, who made available books and periodicals in Creole. Our contact with a variety of Creole speakers in Haiti was facilitated by the Organisation Nationale d'Education Communautaire (ONEC) through the kind auspices of its Administrative Director, M. Abelard Pierre-Louis and members of his staff among whom we should like to single out particularly M. Edouard C. Paul, who, on several occasions, discussed problems of standardization as they affect orthographical conventions. Finally, we should like to thank Franz Leroy and Jacques Lemaire, who served as companions during a trip from Port-au-Prince to Cap-Haïtien.

Foreword

This Programmed Introduction to Haitian Creole Basic Course is designed to help you acquire the most important features of the grammar of Haitian Creole and a small basic vocabulary which will enable you to "get around" in Haiti. It will also lead you to pronounce Creole with reasonable accuracy, that is, accurately enough so that Haitians who speak Creole will understand you and will not be too uncomfortable--or amused--when you speak their language.

This course is "programmed" in that the elements of Creole are introduced step by step and an effort has been made to give you some means of checking on the accuracy of your pronunciation and the correctness of the responses you are asked to make. The course is designed for self-instruction, so that you should be able to work on your own prior to your trip to Haiti. When you arrive in that country, you will be prepared to use the language in limited but frequently occurring situations: identifying yourself, greeting people, asking for directions, and even ordering food. Most importantly, you will have a sound foundation on which to build up proficiency in Creole rapidly.

While Haitian Creole Basic Course aims primarily to help you acquire the ability to understand and speak Creole, it will also teach you to write and read the language. Despite recent efforts by religious missions and the government's community development program (ONEC), the amount of reading material available in Creole is still very limited. These available materials, for the most part, make use of a fairly standardized orthography called Faublas-Pressoir or ONEC. To enable you to use this orthography and to read available printed materials when you arrive in Haiti, we have used a slightly modified version of the Faublas-Pressoir orthography. Our modifications are in the direction of greater uniformity in the representation of individual words and grammatical units which are pronounced differently by various speakers or by the same speaker in different circumstances. In addition to giving you access to the written word the written materials contained in this Programmed Introduction will help you acquire a more rapid and more accurate control of the spoken language. You must remember, however, that the symbols used to represent Creole, although they are the same as those used to represent English, have different sound values. Also in language, it is the spoken form which is primary and the written form which is derived. To understand Creole you will need to decode the noises that speakers make and not the signs that some of them make on paper.

This Programmed Introduction consists of a workbook and a series of recorded tapes. The workbook contains (1) the keys to pronunciation exercises, (2) brief statements about Haitian Creole pronunciation and grammar, (3) short notes on cultural features relevant to the material presented, (4) written exercises, (5) vocabulary. Vocabulary lists are presented at the end of each of the six units and there is also a cumulative vocabulary appended at the end. The tapes contain dialogs and drill material, including comprehension exercises.

HAITIAN CREOLE BASIC COURSE

Unit I

Lesson 1 - DIALOG

Part A - Dialog for Comprehension

Listen to the following conversation between two Haitian friends, Mari Batis and Toma Loui, who meet in downtown Port-au-Prince.

Toma: Bonjou, komè Mari.

Mari: Bonjou, konpè Toma. Ba-m nouvèl-ou.

Toma: M pa pi mal. É ou-mèm, ki jan ou yé?

Mari: M la, m la.

Toma: É bòs Alsé, ki jan li yé?

Mari: Gras a Dyé, li byen tou.

Listen to the conversation again, but this time the English equivalents of the Creole sentences will be provided.

Toma:	Bonjou, komè Mari.	Hello, komè Mari.
Mari:	Bonjou, konpè Toma. Ba-m nouvèl-ou.	Hello, konpè Toma. What's new with you?
Toma:	M pa pi mal. É ou-mèm, ki jan ou yé?	I'm not bad at all. And yourself, how are you?
Mari:	M la, m la.	I'm all right.
Toma:	É bòs Alsé, ki jan li yé?	And bòs Alsé, how is he?
Mari:	Gras a Dyé, li byen tou.	Thank God, he's fine too.

Part B - Dialog for Use

In the next few minutes you will learn to produce the Creole sentences you have just heard nearly as fluently and as correctly as the Haitian speakers on the recording. Repeat after the model every time you hear this signal ... After the signal is sounded you will hear this Creole speaker ... Repeat after him as many times as he says the word or sentence. You will also be instructed to say Creole words and sentences following an English equivalent or an instruction. In that case, you will hear a different Creole voice giving you the correct confirmation. Repeat after the confirmation, and then compare it carefully with the second confirmation whenever it is given.

1. The man, konpè Toma, says: "How do you do?"

... bonjou (2)

When you pronounce the last part of that word round and tense your lips.

... jou (2)

The first sound is like that of the English words "pleasure" and "leisure".

... jou (2)

Remember to tense and round your lips when you pronounce:

... bon (2)

Say "Hello". Bonjou (3)

2. The woman's name is: ... Mari (2)

It contains a soft "g" sound. Practice saying the word first with a hard "g" sound and then with a soft "g" sound.

... Magi/Mari (2)

Count out a 1-2 rhythm as you say: ... a i (2)

... Mari (2)

Say the woman's name. Mari (3)

3. Do you remember how to say "hello"? Bonjou

4. In greeting Mari, konpè Toma uses a term of address used frequently among country people and city folk of humbler origin. It is somewhat equivalent to the English term "sister".

...[konmè] (2)

Let's practice that word part by part.

Be sure that your jaws remain apart and do not move back in a closing movement as you pronounce:

... mè (2)

Unlike English "k", Creole "k" is produced without aspiration, that is, without an accompanying puff of air. To avoid aspiration, make the "puff" test. Place the open palm of your hand in front of your mouth and pronounce the English word "key" until no puff of air strikes the skin of your hand. Listen and compare English "key" and Creole "ki".

Now say Creole: ... kon (2)

Count out a 1-2 rhythm as you say: ... o è (2); komè (2)

5. What is the woman's name? Mari

6. How does konpè Toma address her? Komè Mari

7. Say "hello" to the woman. Bonjou, komè Mari. (2)

8. The man's name is: ... Toma (2)

Count out a 1-2 rhythm as you say: ... o a (2)

Now make the puff test to produce a good Creole "t".

... Toma (2)

9. Do you remember the woman's name? Mari

10. In greeting her companion, Mari uses the term:

... konpè (2)

Keep your jaws apart as you pronounce the vowel of:

... pè (2)

Now keep your lips rounded and tense.	... kon (2)

To pronounce non-aspirated Creole "k" and "p", make the puff test.

	... konpè (3)
11. What is the man's name?	Toma (2)
12. How does Mari greet him?	Konpè Toma (2)

13. Listen and compare the terms of address used to refer to women and men respectively.

	... [konmè]/konpè (2)
Now repeat:	... [konmè]/konpè (2)
14. Say "hello".	Bonjou (2)
15. Say "hello" to the woman.	Bonjou, komè Mari.
Say "hello" to the man.	Bonjou, konpè Toma.

16. Here's how to say "What's new with you?" in Creole.

	... Ba-m nouvèl-ou.

Literally, it means "Give me news of yourself". Let's repeat this sentence part by part.

"you":	... ou (2)
"news":	... nouvèl (2)

To pronounce final "l" in Creole, the tip of your tongue should touch your upper front teeth.

	... nouvèl (2)
"news of yourself":	... nouvèl-ou (2)
"give":	... ba (2)
"give me"	... ba-m (2)

Say "give me". Ba-m (2)

Repeat and try to pronounce like the Haitian speaker on the tape.

Ba-m nouvèl-ou. (3)

How do you say in Creole "What's new with you?"

Ba-m nouvèl-ou.

. . . . . .

17. Do you remember how to say "hello"? Bonjou

18. How would you say "What's new with komè Mari?"

Ba-m nouvèl komè Mari.

19. Say "hello" to konpè Toma. Bonjou, konpè Toma.

20. Now ask him what's new with him. Ba-m nouvèl-ou.

21. Greet Mari and ask her what's new with her.

Bonjou, komè Mari. Ba-m nouvèl-ou.

22. Now ask her how konpè Toma is doing. Ba-m nouvèl konpè Toma.

23. In the conversation, how does Mari greet konpè Toma?

Bonjou, konpè Toma. Ba-m nouvèl-ou.

24. He replies that he isn't doing bad at all; literally, "I'm not more badly."

... M pa pi mal. (2)

Listen and repeat the sentence part by part and try to pronounce exactly like the voice on the tape.

"badly" ... mal

When you try to pronounce this word, open your mouth wide and be sure that the tip of your tongue touches your upper front teeth.

... mal (2)

"more": ... pi (2)

Make the puff test to pronounce the "p" sound without aspiration, that is, place the open palm of your hand in front of your mouth and try not to produce any puff of air.

... pi (2)

"not more badly": ... pa pi mal (2)

Make the puff test again to try to pronounce the "p" sounds like the Haitian speaker.

Pa pi mal (2)

"I'm not bad at all." ... M pa pi mal. (2)

"Me" in Creole is simply a strongly articulated "m" sound. Begin by humming mmmm and say the sentence:

... M pa pi mal. (2)

25. How do you say "I'm not bad at all" in Creole?

M pa pi mal. (3)

26. Do you remember how to say "Hello, what's new with you?"

Bonjou, ba-m nouvèl-ou. (2)

27. Reply to the voice on the tape.

Bonjou, ba-m nouvèl-ou. M pa pi mal.

28. Say "I'm not bad at all." M pa pi mal.

29. Ask how konpè Toma is doing. Ba-m nouvèl konpè Toma. (2)

Now ask how komè Mari is doing. Ba-m nouvèl komè Mari. (2)

30. Here's how to say "And yourself, how are you?" Listen:

... É ou-mèm, ki jan ou yé? (2)

Repeat as we take the sentence part by part.

You remember how to say "you", don't you?

... ou (2)

Here's how to say "yourself" in Creole. ... ou-mèm (2)

Nasalize throughout the entire word and pronounce the final "m" clearly.

Mèm (2)

Say "yourself". Ou-mèm (2)

Here's how to say "and yourself". ... é ou-mèm (2)

Say "yourself". Ou-mèm (2)

Now say "and yourself". É ou-mèm (2)

31. "How are you?" is: ... Ki jan ou yé (2)

Literally this means "What way you are". Repeat this phrase part by part.

Keep your jaws slightly apart and tense and say:

... yé (2)

To avoid a gliding vowel keep your jaws in the same position and do not allow them to move widely apart and then together again during the pronunciation of the vowel.

... yé (2)

"you are": ... ou yé (2)

Do you remember how to say "yourself"? Ou-mèm

Now say "you are". Ou yé

Contrast: ... ou-mèm/ou yé (2)

Make the puff test to pronounce the "k" sound correctly as you say "how".

... ki jan (2)

Say "How are you?"

Ki jan ou yé? (2)

Ask me how I am.

É ou-mèm, ki jan ou yé?

32. Let's review. Say "I'm not bad at all."

M pa pi mal.

33. Say that you're not bad at all and ask me how I am.

M pa pi mal. É ou-mèm, ki jan ou yé?

34. Listen to the conversation between our two Haitian friends.

Toma: Bonjou, komè Mari.

Mari: Bonjou, konpè Toma. Ba-m nouvèl-ou.

Toma: M pa pi mal. É ou-mèm, ki jan ou yé?

35. Imagine you're Mari and that you're conversing with Toma. Reply immediately after you hear the man's voice on the tape.

Bonjou, komè Mari.

Bonjou, konpè Toma. Ba-m nouvèl-ou.

You should have said:

Bonjou, konpè Toma. Ba-m nouvèl-ou.

36. Now imagine that you're Toma. Reply immediately.

Bonjou, konpé Toma. Ba-m nouvèl-ou.

M pa pi mal. É ou-mèm, ki jan ou yé?

You should have replied:

M pa pi mal. É ou-mèm, ki jan ou yé?

37. Ask komè Mari how she is.

É ou-mèm, komè Mari, ki jan ou yé?

Mari replies M la, m la, literally, "I'm there, I'm there", that is, "I'm all right."

When you try to say "I'm all right", begin by humming mmmmm.

... m la (2)

Say "I'm all right".

M la, m la. (2)

38. Do you remember how to say "I'm not bad at all"?	
	M pa pi mal. (2)
39. Say "How are you?"	Ki jan ou yé?
Say "Hello, what's new with you?"	Bonjou, ba-m nouvèl-ou.
40. Ask me how *I* am.	É ou-mèm, ki jan ou yé?
41. Say that you're not bad at all.	M pa pi mal.
Say that you're all right.	M la, m la.
42. Now konpè Toma wants to know how Mari's husband, Alsé, is doing. Since Alsé is a craftsman, he is addressed as "bòs". Listen:	
	É bòs Alsé, ki jan li yé?
Repeat and try to pronounce exactly like the native speaker on the tape.	
	sé (2)
Count out a 1-2 rhythm as you pronounce:	
	... *a* *é* (2)
	... Alsé (2)
	... bòs Alsé (2)
	... é bòs Alsé (2)
43. Say "hello" to bòs Alsé.	Bonjou, bòs Alsé.
Ask bòs Alsé how he is doing.	Ba-m nouvèl-ou.
44. In Creole, the pronoun used to refer to a single person spoken of is:	
	... li (2)
"How is he?" is:	... Ki jan li yé? (2)

45. Say "And bòs Alsé, how is he?" É bòs Alsé, ki jan li yé? (2)

Say "And komè Mari, how is she?" É komè Mari, ki jan li yé? (2)

46. Listen and compare the pronoun forms in these two sentences.

É konpè Toma, ki jan li yé?/ É komè Mari, ki jan li yé? (2)

Do the pronouns sound different? No, in Creole the distinction between "he" and "she" is not made.

Say "How is he?" Ki jan li yé? (2)

Say "How is she?" Ki jan li yé? (2)

Say "How are you?" Ki jan ou yé (2)

47. Do you remember how to say "I'm all right"?

M la, m la. (2)

48. How would you say "He's all right"? Li la, li la. (2)

49. Do you remember how to say "What's new with you?"

Ba-m nouvèl-ou.

How would you say "And bòs Alsé, what's new with him?"

É bòs Alsé, ba-m nouvèl-li. (2)

50. Ask how bòs Alsé is. É bòs Alsé, ki jan li yé? (2)

51. When asked that question, Mari replies: Gras a Dyé, li byen tou. (2)

"Thank God he's fine too."

Repeat that sentence part by part.

"also": ... tou (2)

"fine":	... byen (2)
"He's fine."	... Li byen. (2)
How do you say "He's fine, too" in Creole?	
	Li byen tou. (2)
52. Say "I'm fine too".	M byen tou. (2)
53. Say "Komè Mari, she's fine too."	Komè Mari, li byen tou. (2)
54. Do you remember how to say "She's all right"?	
	Li la, li la.
55. "God" is:	... Dyé (2)
In pronouncing the vowel your jaws should be slightly apart and should not move open or close position.	
	... Dyé (2)
Count out a 1-2 rhythm as you repeat:	... a é (2)
	... a Dyé (2)
When you try to say "thank", remember that the second sound is a soft "g".	
	... gras (2)
Say "Thanks to God".	Gras a Dyé (2)
56. Say "Thanks to God he's fine too."	Gras a Dyé li byen tou. (3)
57. Listen and compare the following statement and question respectively.	
	Li byen tou./ Li byen tou?
Practice the question.	... Li byen tou? (2)
Say "Is he fine too?"	Li byen tou? (2)

How would you say "Are you fine too?" Ou byen tou? (2)

58. Do you remember how to say "What's new with konpè Toma?"

Ba-m nouvèl konpè Toma.

Say "What's new with you, konpè Toma?" Ba-m nouvèl-ou, konpè Toma. (2)

Say "What's new with you, bòs Alsé?" Ba-m nouvèl-ou, bòs Alsé? (2)

59. Say "Komè Mari, she's all right." Komè Mari, li la, li la. (2)

60. Say that thanks to God, you're fine. Gras a Dyé, m byen. (2)

Say "Thanks to God, he's fine too." Gras a Dyé, li byen tou. (2)

Say that thanks to God, she's not bad at all.

Gras a Dyé, li pa pi mal. (2)

61. Now that you can say all of the sentences it contains and many others like them, listen to the conversation between komè Mari and konpè Toma once again.

Toma: Bonjou, komè Mari.

Mari: Bonjou, konpè Toma. Ba-m nouvèl-ou.

Toma: M pa pi mal. É ou-mèm, ki jan ou yé?

Mari: M la, m la.

Toma: É bòs Alsé, ki jan li yé?

Mari: Gras a Dyé, li byen tou.

Part C -- Test

Before proceeding to the next part of Unit I, you should test your ability to produce and manipulate the sentences and words you have learned. The following is a test not only of your ability to recall and produce these sentences but also of your ability to do this rapidly and fluently. You will hear instructions and you must produce the sentences specified by the instructions before you hear the sound signal. The correct response will be heard immediately following the sound signal.

1. Say "She's not bad at all."	Li pa pi mal.
2. Say "And Mari, what's new with her?"	É Mari, ba-m nouvèl-li.
3. Say "Are you fine?"	Ou byen?
4. Say "He's all right."	Li la, li la.
5. Say "hello".	Bonjou.
6. Say "How are you?"	Ki jan ou yé?
7. Say "What's new with bòs Alsé?"	Ba-m nouvèl bòs Alsé?
8. Ask me how I am myself.	É ou-mèm, ki jan ou yé?
9. Ask me whether she's fine too.	Li byen tou?
10. Tell me that he's not bad at all.	Li pa pi mal.

If you have failed to provide eight of the ten responses in the time required, you should do the Dialog Section of Unit I over before going on to the next part.

Lesson 2 - GRAMMAR AND PRONUNCIATION EXERCISES

The Grammar Section is designed to isolate basic grammatical features of Creole which you have encountered in the Dialog and to give you added practice in their use. The words used occur in the Dialog and, should you experience difficulty in understanding any Creole sentence you are asked to manipulate or transform, it means that your control of the material of the Dialog is imperfect. You should then go back to the Dialog section and work through it once more. You will find in your workbook, in addition to space for written exercises and keys to these exercises, occasional brief comments on grammatical features isolated for discussion and drill.

Personal Pronouns

Compare:

Ou pa pi mal.	Li pa pi mal.
Ba-m nouvèl-ou.	Ba-m nouvèl-li.

In Creole, personal pronouns have only one form. For example, yo is used for "they", "them" as well as "theirs". The personal pronouns of Creole are as follows:

Singular	m	I	me	my
	ou	you	you	your
	li	he she it	him her	his her its
Plural	nou	we	us	our
	ou	you	you	your
	yo	they	them	their

Note that Creole, unlike English, does not distinguish masculine, feminine and neuter in the third person singular. Li means "he", "she", and "it."

Uses of Pronouns

When a pronoun precedes a predicator, it functions as subject.

Li byen.	He's fine.
M la, m la.	I'm all right.
Ki jan ou yé?	How are you?

When it follows a noun, a pronoun functions as possessive adjective:

nouvèl-li	news of him (her)
nouvèl-ou	news of you

Exercises

1. Substitution

M la, m la. (li; yo; m; Gabi; konpè Toma; nou; bòs Alsé; ou)

Mari pa pi mal.

2. Substitution

Ki jan ou yé? (li;ou;Mari; yo; nou; bòs Alsé)

Ba-m nouvèl ou. (li; Mari; yo; nou; konpè Toma; ou)

3. Question-answer

Example: Question: É ou-mèm, ki jan ou yé?
Cue: la
Answer: M la, m la.

1. É Mari, ki jan li yé?	(byen)
2. É bòs Alsé?	(la)
3. É ou-mèm?	(pa pi mal)
4. É Toma Loui?	(byen tou)
5. É konpè Toma, ki jan li yé?	(la)
6. É konpè Toma, ki jan li yé?	(Gras a Dyé byen tou)
7. É li-mèm?	(pa pi mal)
8. É ou-mèm?	(la)

Lesson 3 - PRONUNCIATION

The Pronunciation Section is designed to train you to pronounce Creole with sufficient accuracy so that your pronunciation is not offensive to native ears. If you are a good mimic, you should be able to pronounce so well that Haitians whom you will meet will compliment you on the authentic quality of your Creole.

You will also be given practice in reading and writing Creole. Because it is not the official language of Haiti--as you know, only French is recognized in courts, administrative offices, schools--Creole is not used widely for the dissemination of information. However, more and more, books written in Creole are printed and you should be able to read them. We also believe that--at least for people so conditioned to the written word--writing reinforces spoken language, and reading and writing Creole words and sentences whose sounds you can pronounce will give you additional opportunity to practice.

The spelling system we are using is nearly identical to the one employed by the Haitian government's community development program (ONEC = Office National d'Education Communautaire) and Protestant and Catholic literacy programs. It was less than twenty years ago that Creole was first provided with an orthography suitable to its sound system and grammatical structure. Previously, a variety of schemes based on French were used and proved to be most inappropriate. The first widely used orthography was devised by Pastor McConnell, the pioneer in literacy work in Haiti, with the assistance of the American literacy expert Frank Laubach. The McConnell-Laubach orthography met with some resistance on the part of even those Haitian intellectuals who were firmly committed to raising the prestige of Creole and endowing it with an orthography. The objections stemmed mainly from the use of letters and diacritic signs foreign to French instead of some quite suitable letter combinations found in French for sounds which occur both in Creole and French. Also, the primers printed in the McConnell-Laubach orthography chose rural rather than urban forms for words with variable pronunciation. The orthography currently in use--often referred to as the Fabulas-Pressoir orthography--does not differ substantially from the McConnell-Laubach scheme.

We have chosen the Faublas-Pressoir orthography but we have made several minor letter substitutions which we shall explain in due time. In addition we have normalized the orthography, so that in general every Creole word is given a single spelling even when its pronunciation may vary from region to region or from speaker to speaker. This is a very important feature of the spelling systems of both English and French. Note that tomato is spelled this way whether we pronounce the second syllable so that it is like may or ma.

In this Pronunciation Section you will practice three of the vowels of Creole in a variety of words and phrases, and you will learn to read and write down Creole words and phrases which contain these vowels. You will probably not understand most of the words and phrases presented, but these will be given with their meaning later in the course; in this section you should concentrate only on imitating the pronunciation of the persons you will hear on the tape.

A - The Vowel a

Compare the following two pairs of words; each will be repeated twice. Listen only.

ba	Bah
klas	class

The first word of each pair was Creole and the second word was English. There was a slight difference in the sound of the vowel. Listen to these pairs of words again:

ba	Bah
klas	class

Repeat the following one-syllable words and try to imitate perfectly the pronunciation of the voice on the tape. Listen to the model, then repeat. You will hear a second voice on the tape. This is the confirmation repetition, and you should repeat the item a second time immediately after the confirmation while the correct pronunciation is still present in your ear...

ba la sa pa ta va na ya loua

pat klas rad kat chat ap gras sav

Repeat the following two-syllable items.

papa malad patat kapab boua-a

bagay babay garaj travay rad-la

B - The Vowel i

Compare the following two pairs of words. Listen.

ki	key
lis	lease

Note how much shorter and more tense the vowel of the first word of each pair is. Again compare the tense and short Creole i and the longer and sliding English iy.

ki	key
lis	lease

To produce Creole i accurately, your lips should assume a smiling position before you begin to pronounce the syllable and you should keep this position during the pronunciation of the entire syllable. Practice Creole i, in the following one-syllable items. Repeat.

li ki pi ti sis dis vit plis

Repeat the following two-syllable items.

lavi Mari padi malis pitit kabrit lavil

midi mimi li di diri isit pitit

The following two-syllable items contain a in the first syllable and i in the second. Repeat.

padi lavi lari Mari Gabi

malis kabrit lavil machin

Now the first syllable contains i and the second a. Repeat.

ki sa chita liv-la vis-la ji-a

Read the following items aloud. The confirmation will be given on the tape, and you should repeat each item after the confirmation.

ki sa Gabi famiy vis-la pitit

Write down the following words. Check your spelling against the key given on the right-hand side of the page, and read the word in its correct spelling aloud.

M _ _ _	Mari
p _ _ _ _ _ _	pa pi mal
_ _ _ _ (-) _ _	klas-la
_ _ _ _ _ _	pa di sa
_ _ _ _ _ _	m la m la
_ _ _ _	ou la

Compare the following two pairs of words. Listen:

dou do

mous moose

Note how the first word of each pair, the Creole word, is shorter and more tense. Compare again. Listen.

dou do

mous moose

Creole ou is produced with the lips rounded and slightly protruding. The lips should assume a rounded and tense position during the pronunciation of the entire syllable. Practice the following one-syllable words.

dou jou tou chou lou gout rouj moun douz

The following two-syllable items contain ou in both syllables.

doudou joujou toujou poupou douz chou

Practice the following two-syllable items containing various combinations of i, a, and ou.

bijou li tou li fou di-ou kouri mouri
kousi kou-li ti moun oui fout rou-a gout-la
douz rad tout chat mapou ka jou jalou makout

Now read the following items containing various combinations of i, a, and ou.

bakoulou m ap di ou ti moun-ou y ap di ou
pitit-la diri-a initil l a di sa

Read the following items aloud.

li isit ou isit pitit-ou ou malad ou pa pi mal

Write down and pronounce the following items. Check your spelling, item by item, with the key on the right hand side of the page.

- - - - - - - -	dis pitit
- - - - - - - - - - -	li bakoulou
- - - - - - -	m ap di ou
- - - - - - (-) - -	ti moun-li
- - - - - (-) - -	pitit-ou
- - - - - - - - - - - (-) - -	Mari ak pitit-li
- - - - - (-) - -	pitit-la

Lesson 4 - COMPREHENSION PRACTICE

A - Guided Listening Practice

1. Listen to the following conversation between bòs Alsé, Mari's husband, and konpè Toma. The first part of the conversation should present no difficulty to you.

Alsé: Konpè Toma, ki jan ou yé?

Toma: M la, m la. É ou-mèm, bòs Alsé?

Alsé: M pa pi mal, m pa pi mal.

Toma: É komè Mari, li byen tou?

2. Now listen to bòs Alsé's reply.

Alsé: Gras a Dyé l ap kenbé toujou.

Do you remember what Gras a Dyé means? It means "thank God".

3. Listen to Alsé's reply again. Gras a Dyé l ap kenbé toujou.

The part of the sentence you don't quite understand means "she's still getting along".

L ap kenbé toujou. (2)

Repeat this phrase part by part.

"always" or "still": ... toujou (2)

"to get along": ... kenbé (2)

The next part indicates that the action or state is going on at the present time.

... ap (2)

The next part is a reduced variant of the pronoun li and it occurs always before the particle ap and in all positions in fast speech.

... l ap (2)

Contrast: ... ap/l ap (2)

Give the meaning of "L ap kenbé toujou".

It means "She's still getting along."

Repeat: ... Gras a Dyé l ap kenbé toujou. (2)

4. When the conversation resumes, Alsé is going to ask konpè Toma how the latter's children are doing. Listen.

É ti moun-yo, konpè Toma, yo byen?

You should be able to give the meaning of the form yo which recurs twice in the sentence. It is the third person plural pronoun.

... yo (2)

5. How would you say "They're fine"? Yo byen. (2)

And this is in fact what bòs Alsé says. É ti moun-yo, konpè Toma, yo byen?

6. In Creole, child or, literally, little people, is:

... ti moun (2)

"Children" is: ... ti moun-yo (2)

Here, yo serves as plural marker. Contrast the singular and plural forms.

... ti moun/ ti moun-yo (2)

Creole consistently omits redundant grammatical signals, and the fact that ti moun-yo is intended to mean "your children" rather than "my children" or "the children" can be derived from the situation.

Provide the English equivalent for: É ti moun-yo, konpè Toma, yo byen?

And your children, konpè Toma, how are they?

7. In Creole, the word for "to grow" is: ... grandi (2)

Listen to konpè Toma's reply. O oui, monchè. Y ap grandi! (2)

Do you want to guess at the meaning of this sentence?

It means: "Ah yes, old man. They're growing up!"

8. Note that the verb grandi occurs with the continuative marker.

	O, oui, monchè. Y ap grandi. (2)
Contrast:	... yo grandi/ y ap grandi (2)

10. Listen:	O, oui, monchè.
That means:	... Ah yes, old man.

11. Now listen to the entire conversation.

Alsé: Konpè Toma, ki jan ou yé?

Toma: M la, m la. É ou-mèm, bòs Alsé?

Alsé: M pa pi mal, m pa pi mal.

Toma: É komè Mari, li byen tou?

Alsé: Gras a Dyé l ap kenbé toujou. É ti moun-yo, konpè Toma, yo byen?

Toma: O oui, monchè. Y ap grandi.

12. Now our two Haitian friends are taking leave of each other. Listen to the end of the conversation.

Alsé: En byen, konpè Toma, babay.

Toma: Babay, bòs Alsé. (2)

13. How do you say in Creole, "Goodbye"? Babay (2)

14. Now listen to the entire conversation. You will hear it first pronounced carefully, then a second time at normal speed against a natural noisy background.

Alsé: Konpè Toma, ki jan ou yé?

Toma: M la, m la. É ou-mèm, bòs Alsé?

Alsé: M pa pi mal, m pa pi mal.

Toma: É komè Mari, li byen tou?

Alsé: Gras a Dyé, l ap kenbé toujou. É ti moun-yo, konpè Toma, yo byen?

Toma: O oui, monchè. Y ap grandi.

Alsé: En ben , konpè Toma, babay.

Toma: Babay, bòs Alsé.

B - Comprehension Test

Supply the English equivalents for the following. The correct answer appears on the right-hand side of your workbook.

1.	Gras a Dyé	Thanks to God.
2.	Li byen tou.	She's fine, too.
3.	Y ap kenbé	They're getting along.
4.	É ti moun-yo, ki jan yo yé?	And how are your children doing?
5.	M ap kenbé toujou.	I'm still getting along fine.
6.	Yo la, yo la.	They're all right.
7.	Y ap kenbé toujou.	They're still getting along fine.
8.	L ap grandi.	He (she) is growing up.
9.	É ti moun komè Mari, yo byen?	And how are komè Mari's children?
10.	M byen, monchè.	I'm fine, old man.
11.	Babay.	Goodbye.
12.	Li-mèm.	Himself (herself)

If you have answered ten of the twelve questions correctly, you may continue to the next part. If you have failed to answer at least ten questions correctly, do Lesson 3 once more.

C - Guided Conversation

1. Listen carefully to the following conversation. You will need to answer questions about it in Creole.

Toma: Bonjou, komè Mari. Ba-m nouvèl-ou.

Mari: O konpè Toma, m ap kenbé toujou. É ou-mèm?

Toma: M pa pi mal, oui. É bòs Alsé, ki jan li yé?

Mari: L ap kenbé tou. É pitit-yo, ba-m nouvèl-yo. Y ap grandi, oui?

Toma: O, oui, y ap grandi.

Mari: En ben, monchè. Babay.

Toma: Babay, komè Mari.

2. Now reply to the following questions in Creole. The answers supplied are only suggested.

a. Komè Mari, ki jan li yé?

b. É konpè Toma, ba-m nouvèl-li.

c. É bòs Alsé, li byen tou?

d. É pitit konpè Toma, yo ki jan yo yé?

e. Pitit konpè Toma, yo y ap grandi, oui.

HAITIAN CREOLE BASIC COURSE

Unit II

Lesson 5 - DIALOG

Part A - Dialog for Comprehension

Gabi Loui is going to the market in Pétionville, a suburb on the heights above Port-au-Prince. On the way she meets her friend Mari Batis, who is going to the post office. Let's listen to them.

Komè Gabi pralé nan maché. An rout, li kontré ak Mari ki pralé lapòs. Kouté-yo.

Mari: Komè Gabi, machè, kouman ou yé?

Gabi: M ap kenbé toujou. É ou-mèm?

Mari: Gras a Dyé, m pa pi mal.

Gabi: É bòs Alsé?

Mari: Li kon sa.

Gabi: É ti moun-yo?

Mari: Gras a Dyé é pi lé Sen, y ap grandi.

Gabi: Ki koté ou pralé la-a?

Mari: M pralé lapòs, é ou-mèm?

Gabi: M pralé fè youn ti viré nan maché-a.

Mari: Alò, m a ouè-ou pi ta Gabi. Babay.

Gabi: Babay, Mari.

Listen to the conversation again, but this time, the English equivalents of the Creole sentences will be provided.

Mari: Komè Gabi, machè, kouman ou yé?	Sister Mari, dear, how are you?
Gabi: M ap kenbé toujou. É ou-mèm?	I'm still getting along fine. How are you?

Mari:	Gras a Dyé, m pa pi mal.	Thanks to God, I'm not bad at all.
Gabi:	É bòs Alsé?	And bòs Alsé?
Mari:	Li kon sa.	He's so-so.
Gabi:	É ti moun-yo?	And the children?
Mari:	Gras a Dyé é pi lé Sen, y ap grandi.	Thanks to God and the Saints, they're growing up fine.
Gabi:	Ki koté ou pralé la-a?	Where are you going?
Mari:	M pralé lapòs. É ou-mèm?	I'm going to the post office, and yourself?
Gabi:	M pralé fè youn ti viré nan maché-a.	Oh, I'm going to take a little walk to the market.
Mari:	Alò, m a ouè-ou pi ta, Gabi. Babay.	Well then, I'll see you a little later, Gabi. Goodbye.
Gabi:	Babay, Mari.	Goodbye, Mari.

B - Dialog for Use

In the next few minutes you will learn to produce the Creole sentences you have just heard nearly as fluently and as correctly as the Haitian speakers on the recording. Repeat after the model every time you hear this signal ... After the signal is sounded you will hear this Creole speaker ... Repeat after him as many times as he says the word or sentence. You will also be instructed to say Creole words and sentences following an English equivalent or an instruction. In that case you will hear a different Creole voice giving you the correct confirmation. Repeat after the confirmation, and then compare it carefully with the second confirmation whenever it is given.

You already know the first part of the dialog, since it does not differ very much from the comprehension exercise of Unit I. Consequently, we will review it very quickly and you are to pay particular attention to accurate pronunciation.

1. ...Ki jan ou yé? (2)

2. Say "how are you?" Ki jan ou yé?

3. Now we're going to change the first part of the sentence.

... Kouman ou yé? (2)

The following utterances rhyme: ... jan, man

Make the puff test to pronounce a correct Creole "k" sound.

... kou (2)

... kouman (2)

Say "how". kouman (2)

4. Say "How are you?" Kouman ou yé? (2)

5. Do you remember how to say "old man"? monchè (2)

Listen and compare these two utterances. monchè/machè

The difference you heard was in the first vowel.

... mon, ma (2)

Round your lips and say "old man". monchè

Now open your mouth wide and say "my dear woman".

machè (2)

6. Do you remember how to say the new variant of "how are you?"

Kouman ou yé?

7. Say "Sister Gabi". Komè Gabi

8.	Practice:	... komè Gabi, machè (2)
	Say "Sister Gabi, dear".	komè Gabi, machè (2)
	Ask Gabi how she is.	Komè Gabi, machè, kouman ou yé? (2)
9.	Listen to Gabi's reply.	... M ap kenbé toujou. É ou-mèm?
	Do you remember what it means?	
	I'm still getting along. And yourself?	
10.	Say "And yourself?"	É ou-mèm? (2)
	Say "He's still getting along."	L ap kenbé toujou. (2)
11.	Say that you're still getting along and ask me about myself.	
		M ap kenbé toujou. É ou-mèm?(2)
12.	Do you remember how to say "not bad at all"?	
		pa pi mal (2)
	Say "I'm not bad at all."	M pa pi mal. (2)
	Now try "They're not bad at all."	Yo pa pi mal. (2)
13.	Let's practice pronunciation a bit.	
	The following rhyme:	... yé, bé, dyé, lé (2)
	Here's a new set of rhyming utterances.	... chè, mè, ouè (2)
	These are contrasting sets.	... ché/chè (2); bé/bè (2) oué/ouè (2)
	Keep your jaws close together and do not move them from this position to avoid producing a gliding vowel.	
		... Dyé (2)
		... Gras a Dyé

2.4

14. Make the puff test and say "I'm not bad at all."

M pa pi mal.

Listen and compare:
mall/mal (2)

Only the second word is correct Creole. Be sure that your tongue touches the back of your upper teeth when you finish pronouncing the word.

... mal (2)

Say "Thanks to God, I'm not bad at all."
Gras a Dyé, m pa pi mal. (2)

15. Ask me how I am.
Kouman ou yé? (2)

Ask bòs Alsé how he is.
Bòs Alsé, kouman ou yé? (2)

Now ask the same thing, but with a little more warmth.

Bòs Alsé, monchè, kouman ou yé? (2)

Do you remember how to ask someone what's new?

Ba-m nouvèl-ou. (2)

16. Say "And how about bòs Alsé, how is he?"
É bòs Alsé. Ki jan li yé? (2)

Ask the same question but with the ki jan variant.

É bòs Alsé. Ki jan li yé? (2)

Ask Mari to tell you what's new with bòs Alsé.

É bòs Alsé, ba-m nouvèl-li. (2)

Say "What's new with her?"
Ba-m nouvèl-li.

Remember that in Creole there is no distinction corresponding to English he/him/his or she/her/hers; they are all expressed by li or l.

17. Now let's learn how to say "like that".
... kon sa (2)

Listen and compare:
konpè/kon sa (2)

Make the puff test.	... konpè/kon sa (2)
Say "like that" or "so-so".	kon sa (2)
Say "He's so-so."	Li kon sa. (2)
Say that you're so-so.	M kon sa. (2)

18. Let's listen to our two Haitian ladies again.

Mari: Komè Gabi, machè, kouman ou yé?

Gabi: M ap kenbé toujou. É ou-mèm?

Mari: Gras a Dyé, m pa pi mal.

Gabi: É bòs Alsé?

Mari: Li kon sa.

Gabi: É ti moun-yo?

Mari: Gras a Dyé é pi lé Sen, y ap grandi.

Gabi: Ki koté ou pralé la-a.

Mari: M pralé lapòs. É ou-mèm?

Gabi: M pralé fè youn ti viré nan maché-a.

Mari: Alò, m a ouè-ou pi ta, Gabi. Babay.

Gabi: Babay, Mari.

19. Converse with Mari.	
Kouman ou yé?	M ap kenbé toujou. É ou-mèm?
Gras a Dyé, m pa pi mal.	
20. Now ask about Mari's children.	É ti moun-yo? (2)
21. Listen to Mari's reply.	Gras a Dyé é pi lé Sen, y ap grandi.
Say "They're growing up."	Y ap grandi. (2)

	What would you say when referring to one child?	
		L ap grandi.
22.	Practice:	... men, byen, Sen (2)
		... sé, Dyé, lé (2)
		... lé Sen
	"the Saints":	lé Sen (2)
	Make the puff test.	... pi (2)
		... é pi (2)
	"and the saints too"	... é pi lé Sen (2)
	Say "and the Saints too"	é pi lé Sen (2)
	Say "Thanks to God and the Saints too".	Gras a Dyé é pi lé Sen. (2)
23.	Say "Thanks to God, they're still getting along."	
		Gras a Dyé, y ap kenbé toujou.(2)
	Say "Thanks to God and the Saints too, they're growing up."	
		Gras a Dyé é pi lé Sen, y ap grandi. (2)
24.	Now ask your good friend Gabi how she is.	Komè Gabi, machè, kouman ou yé? (2)
	Tell her you're still getting along.	M ap kenbé toujou.
	Ask her about herself.	É ou-mèm?
	Tell her that bòs Alsé is so-so.	Bòs Alsé, li kon sa.
	Tell her to give you news of konpè Toma.	É konpè Toma, ba-m nouvèl-li.
	Tell her that thanks to God and the Saints, the children are not bad at all.	
		Gras a Dyé é pi lé Sen, ti moun-yo, yo pa pi mal.

Ask her whether her children are growing up.	
	Ti moun-yo, y ap grandi?

- - - -

26. After this review, let's learn the new part of the dialog. You have learned two ways of saying "how".

	... ki jan (2)
and	... kouman (2)
Now listen to the word for "where".	ki koté

All the consonants of these words are produced without a puff of air, so make the puff test as you practice.

	... té (2)
	... koté (2)
	... ki koté (2)
Say "where".	ki koté (2)

27. We have pointed out earlier that, in a way, Creole is a very logical language in that it avoids redundancies. It also makes very efficient use of words.

	jan
means "way" or "manner" and	koté
means "place, location" and of course	ki

indicates that the word is a question word.

28. Say "where".	ki koté (2)
Say "how".	ki jan (2)
Say "How are you?"	Ki jan ou yé? (2)
Say "Where are you?"	Ki koté ou yé? (2)

29. "To go" is:	... alé (2)
Remember to keep your jaws in the same position to avoid producing a glided vowel in the last part of:	
	... alé (2)
Listen and compare:	alé/pralé (2)
Count out a 1-2 rhythm as you practice the contrast:	
	... alé/pralé (2)
30. The second word:	pralé
means "going" or "going to".	... pralé (2)
Say "I'm going."	M pralé (2)
Remember to begin by humming "mmm".	... m pralé (2)
31. Say "you're going".	ou alé (2)
"Where are you going?"	Ki koté ou pralé? (2)
How would you say "Where are we going?"	Ki koté nou pralé? (2)
32. Listen and compare:	Ki koté ou pralé/Koté ou pralé la-a? (2)
Have you identified the emphatic particle?	
	... la-a (2)
Count out a 1-2 rhythm.	... la-a (2)
Say "Where are you going?"	Ki koté ou pralé la-a? (2)
33. Ask Mari where she's going.	Komè Mari, ki koté ou pralé la-a?

34. Here's how to say "post office". ... lapòs (2)

Practice the following rhyming utterances:

... bòs, pòs (2)

Say "I'm going to the post office." M pralé lapòs.

35. Ask bòs Alsé whether he's going to the post office.

Bòs Alsé, ou alé lapòs? (2)

Say that you and konpè Toma are going to the post office.

Nou pralé lapòs. (2)

36. Answer Gabi, indicating your destination is the post office.

Ki koté ou pralé la-a? M pralé lapòs.

37. Ask her where she's going herself. É ou-mèm? Ki koté ou alé? (2)

38. Listen to her reply. M pralé fè youn ti viré nan maché-a.

You may remember that Gabi is saying that she's going to take a little walk to the market.

39. Listen and compare: machè/maché (2)

Which word means market?

The second word. Remember the final vowel is produced with the jaws held close together and in the same position to avoid a gliding vowel.

... maché (2)

40. Listen and compare: maché/maché-a

Count out a 1-2-3 rhythm and move your jaws from a wide open to a close position but hold each position for a fraction of a second.

	... a é a (2)
	... maché-a

The a you hear at the end of maché-a is nearly equivalent to the English definite article "the".

Say "the market".	maché-a (2)
41. Here's how to say "at".	... nan (2)
Practice the following rhymed words:	... man, nan (2)
Now contrast the following pairs:	... man/mon; nan/non (2)
Count out a 1-2-3-4 rhythm.	... an a é a (2)
Say "to the market".	nan maché-a (2)
42. How would you say "She's at the market"?	Li nan maché-a. (2)
Say "I'm going to the market."	M pralé nan maché-a. (2)
Ask Gabi whether she's going to the market.	Ou pralé nan maché-a? (2)
43. Here is how to say "a little walk".	... youn ti viré (2)
Listen to the soft "g" sound in:	... viré (2)
Listen and compare:	ti/tyi (2)

The second word contains a "y" glide between the "t" and the "i", and it is the correct Creole pronunciation.

	... ti (2)
	... ti viré (2)
Do you remember what the Creole indefinite article is?	youn (2)
Repeat:	youn (2)

Say "a little walk".	youn ti viré (2)
44. "To do" is:	... fè (2)
How would you say "I do"?	M fè (2)
Say "I'm going to".	M pralé (2)
Say "I'm going to do".	M pralé fè (2)
45. Do you remember how to say "You're going to the post office"?	Ou pralé lapòs. (2)
Say "They're going to the post office."	Yo pralé lapòs. (2)
46. Say "a little walk to the market".	youn ti viré nan maché-a. (2)
47. Say "She's going to take a little walk to the market."	Li pralé fè youn ti viré nan maché-a. (2)
"We're going to take a little walk to the market."	Nou pralé fè youn ti viré nan maché-a. (2)
"They're going to the market."	Yo pralé nan maché-a. (2)
"He's going to the post office."	Li pralé lapòs. (2)

48. Let's listen to Mari and Gabi again:

Gabi: Ki koté ou pralé la-a?

Mari: M pralé lapòs, é ou-mèm?

Gabi: M pralé fè youn ti viré nan maché-a.

Mari: Alò, m a ouè-ou pi ta, Gabi. Babay.

Gabi: Babay, Mari.

49. Here's how to say "I see".	... m ouè (2)
Listen and compare:	... m ouè/ m a ouè (2)
Say "I'll see you".	m a ouè (2)
Count a 1-2 rhythm as you say:	
"I'll see":	m a ouè (2)
"he'll see":	l a ouè (2)
"we'll see":	n a ouè (2)
50. Count out a 1-2-3 rhythm as you repeat:	... a ouè-ou (2)
	... m a ouè-ou (2)
Say "I'll see you."	M a ouè-ou. (2)
Say "I'll see them."	M a ouè-yo. (2)
51. "Later" is:	... pi ta (2)
"I'll see you later."	... M a ouè-ou pi ta. (2)
"Will I see you later?"	... M a ouè-ou pi ta? (2)
52. Let's review. Ask Mari whether she's taking a little walk to the market.	Komè Mari, ou pralé fè youn ti viré nan maché-a? (2)
Say "No, I'm going to the post office."	Non, m pralé lapòs. (2)
53. Tell Gabi that you'll see her later.	M a ouè-ou pi ta, Gabi. (2)
54. Here's how to say "well then".	... alò (2)
Are the last vowels the same?	é yo/ alò (2)
No.	

Contrast the last vowel of:	... é yo/ alò (2)
Say "Well, then, we'll see you later."	Alò, n a ouè-ou pi ta. (2)

55. Let's listen to the last exchange of the dialog.

Mari: Alò, m a ouè-ou pi ta, Gabi. Babay.
Gabi: Babay, Mari.

56. Say "Goodbye".	... Babay (2)

57. Now you will engage in the dialog with Gabi.

Ki koté ou pralé la-a?	M pralé lapòs. É ou-mèm?
M pralé fè youn ti viré nan maché-a.	Alò, m a ouè-ou pi ta, Gabi. Babay.
Babay.	

58. Ask your good friend Mari how she is. Use the *ki jan* variant.

	Komè Mari, machè. Ki jan ou yé?
Tell her that thanks to God you're fine.	Gras a Dyé m byen.
Ask her whether bòs Alsé is still getting along.	É bòs Alsé, l ap kenbé toujou?
Tell her that your children are growing up (thanks to God and the Saints).	Gras a Dyé é pi lé Sen, ti moun-yo y ap grandi.
Ask her where she's going.	Ki koté ou pralé la-a?
Tell her that you're going to the market.	M pralé nan maché-a.
Tell her that you'll see her later.	M a ouè-ou pi ta.
Take leave of her.	Babay.

59. Now try to guess how one would say "I'm taking a little walk."

M ap fè youn ti viré. (2)

Here's the part that means "I'm taking".

m ap fè (2)

Say that you're taking a little walk to the post office.

M ap fè youn ti viré lapòs. (2)

60. Now that you can say all the sentences of the dialog, listen to it once more at normal speed against a noisy background.

Komè Gabi pralé nan maché-a. An rout, li kontré ak Mari ki pralé lapòs. Kouté-yo.

Mari: Komè Gabi, machè, kouman ou yé?

Gabi: M ap kenbé toujou. É ou-mèm?

Mari: Gras a Dyé, m pa pi mal.

Gabi: É bòs Alsé?

Mari: Li kon sa.

Gabi: É ti moun-yo?

Mari: Gras a Dyé é pi lé Sen, y ap grandi.

Gabi: Ki kote ou pralé la-a?

Mari: M pralé lapòs, é ou mèm?

Gabi: M pralé fè youn ti viré nan maché-a.

Mari: Alò, m a ouè-ou pi ta Gabi. Babay.

Gabi: Babay, Mari.

Part C -- Test

Translation

Write out the English equivalent of the following sentences in the spaces provided in the Workbook.

1. Yo pa pi mal.
2. Ba-m nouvèl ti moun-yo.
3. Ki jan konpè Toma yé?
4. Nou kon sa.
5. Ki koté li pralé?
6. Alò, n a ouè-ou, machè.
7. Yo pralé nan maché-a.
8. M ap fè youn ti viré lapòs.

Fluency Test

Remember that this is a test of your fluency. You must produce the required sentence correctly before the signal is sounded.

1. Say "Where are you going?"	Ki koté ou pralé? ...
2. Tell me that you'll see me later.	M a ouè-ou pi ta. ...
3. Goodbye.	Babay. ...
4. Ask me whether I'm taking a little walk to the market.	Ou pralé fè youn ti viré nan maché-a? ...
5. Say that you're going to the post office and ask me where I'm going.	M pralé lapòs. É ou-mèm, ki koté ou pralé? ...
6. Say that we're all right.	Nou la. ...
7. Say "And the children, where are they going?"	É ti moun-yo. Ki koté yo pralé la-a? ...
8. They're growing up.	Y ap grandi. ...
9. She's so-so.	Li kon sa. ...
10. Ask your good friend bòs Alsé how he is.	Bòs Alsé, monchè. Ki jan ou yé? or: Kouman ou yé? ...

If you have failed to provide eight of the ten responses in the time required, do the Dialog Section of Unit II over before proceeding to the next part.

Lesson 6 - GRAMMAR

Verb Particles

1. Continuative

Compare:

M kenbé.	I get along. (I got along.) vs.
M ap kenbé.	I'm getting along.
Li grandi.	He grows up. (He grew up.) vs.
L ap grandi.	He's growing up.

In Creole, the particle ap placed in front of a verb indicates that the action or state is in process at the moment, or is about to take place. When a verb occurs without any particle, time reference is not specified; it may be present or past.

Repeat the contrasts after the model.

... M kenbé.

... M ap kenbé.

... Li grandi.

... L ap grandi.

Exercises

a. Change to the continuative:

M kenbé toujou.	→	M ap kenbé toujou.
M grandi.	→	M ap grandi.
Konpè Toma fè youn ti viré.	→	Konpè Toma ap fè youn ti viré.
Mari ouè youn ti moun.	→	Mari ap ouè youn ti moun.
M fè youn viré nan maché-a.	→	M ap fè youn viré nan maché-a.
Ti moun-yo grandi tou.	→	Ti moun-yo ap grandi tou.

b. Translation

I'm taking a little walk to the market.	→ M ap fè youn ti viré nan maché-a.
Gabi is still getting along.	→ Gabi ap kenbé toujou.
Bòs Alsé took a little walk.	→ Bòs Alsé fè youn ti viré.
The children grew up too.	→ Ti moun-yo grandi tou.
Mari saw konpè Toma at the market.	→ Mari ouè konpè Toma nan maché-a.
I'm still getting along fine.	→ M ap kenbé toujou.

2. Personal Pronoun: Short Form

Compare:

M kenbé	M ap kenbé
Ou kenbé	Ou ap kenbé
Li kenbé	L ap kenbé
Nou kenbé	N ap kenbé
Yo kenbé	Y ap kenbé

Note that before ap all personal pronouns occur in a shortened form. The short form differs from the basic form by the loss of the vowel. The first person singular pronoun does not have any vowel in its base form and therefore does not change. The second person pronoun changes from ou to w before ap.

We now pronounce both the base and short forms of the pronouns in isolation.

m		I/me
Elsewhere	Before ap	
ou	ou (w)	you
li	l	he, she, it/him, her, it
nou	n	we/us
yo	y	they/them

2.19

Now we pronounce the long form of the pronouns before pral, which begins with a consonant, and the short form before ap which begins with a vowel. Listen:

M pral fè youn viré.	M ap fè youn viré.
Ou pral fè youn viré.	Ou ap fè youn viré.
Li pral fè youn viré.	L ap fè youn viré.
Nou pral fè youn viré.	N ap fè youn viré.
Yo pral fè youn viré.	Y ap fè youn viré.

Note that before verbs beginning with a vowel, the long basic forms are used. Compare and listen:

M ap ouè-li.	M ouè-li.
Ou ap ouè-li.	Ou ouè-li.
L ap ouè-li.	Ou ouè-li.
N ap ouè-li.	Li ouè-li.
Y ap ouè-li.	Yo ouè-li.

Exercises

a. Substitution

L ap kenbé toujou.	(fè youn viré; pral fè youn viré; ap ouè youn ti moun; pa pi mal.)
Yo ouè-m.	(ap kenbé toujou; byen tou; ap fè youn viré nan maché-a; kon sa)
Nou pa pi mal.	(ap grandi; ouè-ou pi ta; ap kenbé toujou; pralé lapòs; ap fè youn ti viré lapòs)
Ou pralé nan maché-a?	(ap fè youn ti viré; byen; ap ouè bòs Alsé; ap kenbé)

b. Translation

1) I'm going to the post office.	M pralé lapòs.
2) He took a little walk.	Li fè youn ti viré.
3) They saw me.	Yo ouè-m.
4) Are you seeing them (at the present time)?	Ou ap ouè-ou?
5) How are you?	Ki jan ou yé?
6) We're getting along, man.	N ap kenbé, monchè.

c. Question-answer: affirmative

Ou la, ou la?	Oui, m la, m la.
Yo pralé lapòs?	Oui, yo pralé lapòs.
L ap fè youn ti viré?	Oui, l ap fè youn ti viré.
Li pa pi mal.	Oui, li pa pi mal.

d. Question-answer

Example:

Question: Kouman ou yé?

Cue: (byen)

Answer: M byen.

1. Ki koté ou pralé? (lapòs)	M pralé lapòs.
2. Ki koté y ap fè youn ti viré? (nan maché-a)	Y ap fè youn ti viré nan maché-a.
3. Ki jan ti moun-yo yé? (pa pi mal)	Yo pa pi mal.
4. Ki koté bòs Alsé li yé? (lapòs)	Li lapòs.
5. Ki koté yo yé? (nan maché-a)	Yo nan maché-a.
6. Ki koté nou pralé? (lapòs)	Nou pralé lapòs.

e. Directed Questions

1. Ask me where I'm going.	Ki koté ou pralé?
2. Ask me whether I'm taking a little walk.	Ou ap fè youn ti viré?
3. Ask me whether I'm going to the market.	Ou pralé nan maché-a?
4. Say that you're going to the post office.	M pralé lapòs.
5. Say that you're seeing them at the present time.	M ap ouè-yo.
6. Say that you're getting along.	M ap kenbé.

f. Directed Questions.

1. Ask me where I'm going.	Ki koté ou pralé?
2. Ask me whether I'm taking a little walk.	Ou ap fè youn ti viré?
3. Ask me whether I'm going to the market.	Ou pralé nan maché-a?
4. Ask me where I am.	Ki koté ou yé?
5. Ask me where they are.	Ki koté yo yé?
6. Ask me whether I see bòs Alsé.	Ou ouè bòs Alsé?
7. Ask me whether I take a little walk.	Ou fè youn ti viré?
8. Ask me whether my children are growing up.	Ti moun-yo ap grandi?

Lesson 7 - PRONUNCIATION

1. The vowel é

Compare the following two pairs of words; each will be repeated twice.

sé	si
dé	di

The first word of each pair contained the vowel é, the second the vowel i. Both are produced with the jaws close together and held in the same position without any movement during the production of the vowel. é is produced without any spreading of the lips.

In the following exercise, identify the member of each pair which contains the vowel é. Check each pair with the key. If you make the correct identification, repeat the word containing the vowel é which will be given by the voice on the recording.

1. salé	sali	1	salé
2. kou-li	koulé	2	koulé
3. diri	diré	2	diré
4. soulé	sou-li	1	soulé
5. palé	pa-li	1	palé
6. Mari	maré	2	maré

If you have made any errors in identification, do this exercise again.

Contrast the following paired words:

sou-li	soulé
kou-li	koulé
sali	salé
diri	diré

Repeat the following words ending in é; count out a 1-2 rhythm.

maché kaché koulé li vlé

viré diré pralé lagé

The following words contain the vowel é in both syllables.

mété bébé névé lévé révé rété

Read the following items. The confirmation will be given by the voice on the recording.

Two Syllable Words

asé pasé niché mété nou oué

lagé li vlé viré Alsé pavé

Gabi kou-li isit chita machin

Three Syllable Words

kalité disipé éséyé

Read the following sentences aloud. The confirmation will be given by the voice on the recording. Then translate the sentences you have written and check with the key in the workbook.

1. Gabi ap maché.
2. Gras a Dyé.
3. Nou pralé.
4. M pralé pi ta.
5. Babay, Alsé.

Write down the following words. Check your spelling against the *key* given on the right hand side of the page, and read the word in its correct spelling aloud.

pasé

li mété

sa ou vlé

ki sa ki rivé

gras a Dyé

si Dyé vlé

nou pa palé

y ap maché

ou yé

Alsé, li pa pi mal.

2. The vowel *è*

Compare the following pairs of words.

sè	sé
kè	ké
tè	té

The first word in each pair contains the vowel *è*, the one which occurs in such words as *machè*, *ouè*. The vowel *è* is produced with the jaws more apart than for *é*, but the jaws hold the same position without any closing movement throughout the entire pronunciation of the vowel.

Identify the member of each pair which contains the vowel *è*. If you make the correct identification, repeat the word containing *è* which will be given by the voice on the recording.

		Key	
1. bé	bè	2	bè
2. kè	ké	1	kè
3. lagè	lagé	1	lagè
4. koulé	koulè	2	koulè
5. maché	machè.	2	machè

2.25

If you have made any errors in identification, do this exercise over.

Contrast the following paired words.

sé	sè
pé	pè
ké	kè
koulé	koulè
lagé	lagè
maché	machè

Practice the following items. Note that here è occurs before a final consonant; é does not occur in that position.

tèk kès bèt kè-l sè-m lèt

nèg machè m a ouè koulè li pè

Compare the following paired words.

sé	sè
ché	chè
lagé	lagè
koulé	koulè
maché	machè

Change the vowel to é.

sè → sé

pè → pé

bè → bé

koulè → koulé

lagè → lagé

machè → maché

Read the following words. The confirmation will be given on the recording.

vapè machè koulè razè li bèt dé nèg ki lès

boulé li vlé kité pèdi mèsi pèmèt rémèd

Read the following sentences. Compare with the confirmation. Then, translate each sentence and check your answers with the key.

1. Gabi, machè.
2. M a ouè-ou.
3. Li ouè-ou pi ta.
4. Alsé pa pi mal.

Write down the following sentences. Check with the key and read aloud.

Li bèt.

Sa sé sè-m.

Sa ou ap fè la-a.

Ti moun sa-a.

Li ba-m dé lèt.

M la, m la. É ou-mèm?

Kèk lèt.

M pralé chèché.

Lesson 8 - COMPREHENSION PRACTICE

A. Narration

1. Let's listen to the Creole introduction of the Dialog of Unit II.

Komè Gabi pralé nan maché Pétyonvil. An rout, li kontré ak Mari ki pralé lapòs. Kouté-yo.

2. ... Pétyonvil (2)

... nan maché Pétyonvil (2)

Say "to the Pétyonvil market". nan maché Pétyonvil (2)

3. Say "Komè Gabi is going to the Pétionville market."

Komè Gabi pralé maché Pétyonvil. (2)

4. Can you guess at the meaning of the following phrase?

an rout (2)

It means "on the way" or "on the road".

... an rout (2)

5. Say "on the way". an rout (2)

6. Listen: Li kontré ak Mari.

Can you guess the meaning?

It means "She meets with Mary" or "She meets Mary."

7. Say "Mary is going to the post office."

Mari pralé lapòs. (2)

8. How do you say "he meets"? li kontré (2)

9. Say "She meets komè Gabi." Li kontré komè Gabi. (2)

10. Listen to the Creole introduction again. You will be asked some questions in Creole on its contents.

Komè Gabi pralé nan maché Pétyonvil. An rout, li kontré ak Mari ki pralé lapòs. Kouté-yo.

11. Questions.

Answer the following questions. The appropriate question responses will be given by the confirmation voice.

a. Ki koté komè Gabi pralé?	Li pralé nan maché Pétyonvil.
b. Ki moun li kontré an rout?	Li kontré Mari.
c. Ki koté komè Gabi kontré Mari?	Li kontré-li nan rout.
d. Li kontré-li nan maché Pétyonvil?	Non, li kontré-li an rout.
e. Komè Mari pralé nan maché-a tou?	Non, li pralé lapòs.
f. Ki koté komè Mari pralé?	Li pralé lapòs.
g. Komè Gabi pralé nan maché-a?	Oui, li pralé nan maché-a.

12. kouté

means "to listen".

How would you say "Listen to them"?

Kouté-yo. (2)

13. Listen to the introduction again.

Komè Gabi pralé nan maché Pétyonvil. An rout, li kontré ak Mari ki pralé lapòs. Kouté-yo.

B. Guided Listening Practice Dialog

You will now hear a dialog which is similar to the one you have learned in the first part of this unit First, listen to the Creole introduction

1. Konpè Toma pralé lakomin pou pran kat didantité-li. Li kontré ak komè Mari ki pralé lapòs.

   Let's listen to it again in a somewhat slowed down version.

   Konpè Toma pralé lakomin pou pran kat didantité-li. Li kontré ak komè Mari ki pralé lapòs.

2. Stop your tape and answer the following questions in the appropriate space in your workbook.

   a. Whom does konpè Toma meet?

   b. Where is she going?

3. Let's learn the new vocabulary which is presented in this introduction and which will recur in the dialog.

   ... lakomin (2)

   city hall.

   ... kat didantité (2)

   identification card

4. Now you provide the English meaning for the following three Creole utterances

   kat didantité-li (2)

   his or her identification card

   Konpè Toma pralé lakomin. (2)

   Konpè Toma is going to the city hall.

   Konpè Toma pralé lakomin pou pran kat didantité-li (2)

   Konpè Toma is going to the city hall to get his identification card.

5. This is the part which means "to get".

pran (2)

Say "he takes". li pran (2)

Say "he's taking" or "he's in the process of taking".

l ap pran (2)

6. Listen: Li kontré ak komè Mari. (2)

Translate: Li kontré ak komè Mari. (2)

"He meets komè Mari."

7. "to meet": ... kontré (2)

"he meets": ... li kontré (2)

"with": ... ak (2)

8. Now translate: ... Li kontré komè Mari. (2)

He meets komè Mari.

9. Listen to the introduction again.

Konpè Toma pralé lakomin pou pran kat didantité-li. Li kontré ak komè Mari ki pralé lapòs.

10. Now listen to the dialog between konpè Toma and komè Mari.

Toma: Bonjou, komè Mari.

Mari: Bonjou, konpè Toma.

Toma: Koté ou pralé?

Mari: M ap rivé lapòs.

Toma: Ki sa ou pralé fè lapòs.

Mari: M pralé chèché kèk lèt. É ou-mèm, ki koté ou pralé la-a?

Toma: M ap rivé lakomin.

Mari: Sa ou pralé fè lakomin?

Toma: M pralé pou pran kat didantité-m.

Mari: En ben, babay, konpè Toma.

Toma: Babay, n a ouè pi ta.

11. Let's listen to the first part of the dialog.

Toma: Bonjou, komè Mari.

Mari: Bonjou, konpè Toma.

Toma: Koté ou pralé?

Mari: M ap rivé lapòs.

12. This material should present no difficulty to you, except the word:

... rivé (2)

"to go, to arrive"

13. Listen again: ... M ap rivé lapòs. (2)

Repeat: M ap rivé lapòs. (2)

Say "I'm on my way to the post office."

M ap rivé lapòs. (2)

Do you remember how to say "I'm going to the post office"?

M pralé lapòs. (2)

14. Now listen to the next exchange between konpè Toma and komè Mari.

Toma: Ki sa ou pralé fè lapòs?

Mari: M pralé chèché kèk lèt.

15. Can you guess at the meaning of: Ki sa ou pralé fè lapòs? (2)

It means "What are you going to do at the post office?"

16. Say "What are you doing?" Ki sa ou ap fè?

Listen to komè Mari's reply: M pralé chèché kèk lèt. (2)

She says that she's going to get a few letters.

17. Let's repeat Mari's reply in smaller portions.

letter:	... lèt (2)
a few:	... kèk (2)
a few letters:	... kèk lèt (2)
to get, to look for:	... chèché (2)
I'm going to get:	... m pralé chèché (2)
I'm going to get a few letters.	... M pralé chèché kèk lèt. (2)

18. How would you say "And yourself, where are you going?"

Ê ou-mèm, ki koté ou pralé? (2)

2:33

And indeed, this is what Mari asks. É ou-mèm, ki koté ou pralé? (2)

19. Konpè Toma is going to reply that he's going to the city hall.

M ap rivé lakomin. (2)

20.

City hall:	... lakomin
I'm on my way to:	... m ap rivé (2)
I'm on my way to the city hall.	... M ap rivé lakomin. (2)

21. Let's review the first part of the dialog.

Toma: Bonjou, komè Mari.

Mari: Bonjou, konpè Toma.

Toma: Koté ou pralé?

Mari: M ap rivé lapòs.

Toma: Ki sa ou pralé fè lapòs?

Mari: M pralé chèché kèk lèt. É ou-mèm, ki kote ou pralé la-a?

Toma: M ap rivé lakomin.

Mari: Sa ou pralé fè lakomin?

22. See whether you can answer some questions on the first part of the dialog. The confirmation will be provided.

a. Ki koté komè Mari ap rivé?	L ap rivé lapòs.
b. Ki sa l ap fè lapòs?	Li pralé chèché kèk lèt.
c. É konpè Toma, li pralé lapòs tou?	Non, li pralé lakomin.
d. L ap rivé lakomin?	Oui, l ap rivé lakomin.

23. Komè Mari is also inquisitive, so she asks:

Ki sa ou pralé fè lakomin?

24. If you remember, konpè Toma is going to pick up his identification card, so he replies:

M pralé pran kat didantité-m.

25. Say "I'm going to pick up". M pralé pran (2)

26. Listen and compare these various verb forms:

M ap rivé/ m pralé pran

M ap fè/ m pralé fè

M ap chèché/ m pralé chèché

27. Contrast: ... M ap fè/ m pralé fè

... M ap pran/ m pralé pran

... M ap chèché/ m pralé chèché

28. Now translate the following and check your translation with the key in the Workbook.

1. M a rivé
2. M pralé fè
3. M ap chèché
4. Li pralé pran
5. Yo ap fè

29. Now listen to the last part of the dialog.

Mari: Sa ou pralé fè lakomin?

Toma: M pralé pran kat didantité-m.

Mari: En ben, babay, konpè Toma.

Toma: Babay, n a ouè pi ta.

30. Answer the following questions. The confirmation will be provided.

a. Ki sa konpè Toma pralé fè lakomin?	Li pralé pran kat didantité-li.
b. Li pralé chèché lèt-li?	Non, li pralé pran kat didantité-li.
c. Komè Mari pralé pran kat didantité-a?	Non, konpè Toma pralé pran kat didantité-a.
d. É ki koté komè Mari pralé?	Li pralé lapòs.
e. Li pralé chèché kat didantité-li lapòs?	Non, li pralé chèché kèk lèt.

31. Say "goodbye" in Creole. Babay.

32. The last line of the dialog means "We'll see each other later."

N a ouè pi ta. (2)

33. Now listen to the introduction and the entire dialog. The dialog will be given twice: once pronounced deliberately, then at normal speed against a natural noisy background.

Toma: Bonjou, komè Mari.

Mari: Bonjou, konpè Toma.

Toma: Koté ou pralé?

Mari: M ap rivé lapòs.

Toma: Ki sa ou pralé fè lapòs?

Mari: M pralé chèché kèk lèt. É ou-mèm, ki koté ou pralé la-a?

Toma: M ap rivé lakomin.

Mari: Sa ou pralé fè lakomin.

Toma: M pralé pran kat didantité-m.

Mari: En ben, babay, konpè Toma.

Toma: Babay, n a ouè pi ta.

HAITIAN CREOLE BASIC COURSE

Unit III

Lesson 9 - DIALOG

Part A - Dialog

Bòs Alsé meets konpè Toma on the road to Port-au-Prince. Konpè Toma is carrying some tools under his arm and this raises bòs Alsé's curiosity. Let's listen to them.

Bòs Alsé kontré konpè Toma nan rout Pòtoprens. Konpè Toma pòté kèk zouti anba bra-li. Kouté-yo.

Alsé: Konpè Toma, ba-m nouvèl-ou.

Toma: Sa pa pi mal, non!

Alsé: Ou déyò bònè, oui!

Toma: Oui, monchè. M pralé kay komè Anita.

Alsé: Sa ki genyen?

Toma: Anyen, bòs Alsé. M pralé fè youn ti travay pou komè-a.

* * * * *

Alsé: Ki sa ou pòté anba bra-ou la?

Toma: Zouti-mouen.

Alsé: Ou pralé fè youn gro travay?

Toma: O, oui, monchè. E ou-mèm, koté ou pralé?

Alsé: M pralé lavil.

Toma: En ben, bòn kouraj, bòs.

Alsé: Mèsi, n a ouè, si Dyé vlé.

Listen to the conversation again, but this time the English equivalents of the Creole sentences will be provided.

Alsé:	Konpè Toma, ba-m nouvèl-ou.	What's new with you, konpè Toma?
Toma:	Sa pa pi mal, non!	Things are not bad at all!
Alsé:	Ou déyò bònè, oui!	You're out quite early!
Toma:	O, oui, monchè. M pralé kay komè Anita.	Yes, man, I'm going to Sister Anita's.
Alsé:	Sa ki genyen?	What's the matter?
Toma:	Anyen, bòs Alsé. M pralé fè youn ti travay pou komè-a.	Nothing, bòs Alsé. I'm going to do a little job for her.

* * * * *

Alsé:	Ki sa ou pòté anba bra-ou la?	What are you carrying under your arm, there?
Toma:	Zouti-mouen.	My tools.
Alsé:	Ou pralé fè youn gro travay?	You're going to do a big job?
Toma:	O, oui, monchè. É ou-mèm, koté ou pralé?	Yes, sir! And yourself, where are you going?
Alsé:	M pralé lavil.	I'm going in town.
Toma:	En ben, bòn kouraj, bòs.	Well, keep your chin up, man.
Alsé:	Mèsi, n a ouè, si Dyé vlé.	Thanks, we'll see each other, God willing.

Part B - Dialog for Use

Follow the instructions carefully and try to pronounce each item like the voice on the tape.

1. "listen":	... kouté (2)
How does one say in Creole "listen"?	kouté (2)
Say "Listen to them"	Kouté-yo. (2)
2. Ask konpè Toma what's new with him.	Konpè Toma, ba-m nouvèl-ou.
Now ask him how his children are.	É ti moun-yo, ki jan yo yé?
3. Here's how to say "wife".	... madam (2)
Listen and compare:	dam/dam (/dam/ vs. /dãm/) (2)
The second word is pronounced correctly.	
Now which of the following two words is pronounced correctly?	
	dam/dam (/dãm/ vs. /dam/) (2)
The first one.	
Repeat:	... dam (2)
Count out a 1-2 rhythm and open your mouth wide as you pronounce both of the vowels.	
	... a an (2)
	... madam (2)
Say "wife".	madam (2)
4. Can you say "your wife"?	madam-ou (2)
Here's how to say "and your wife".	... é madam-ou (2)
Ask konpè Toma how his children are.	Ti moun-yo, ki jan yo yé? (2)
Now ask him how his wife is.	É madam-ou, ki jan li yé? (2)

5. Tell me to give you news about myself. Ba-m nouvèl-ou.

6. Do you remember how to say "not bad at all"?

pa pi mal (2)

Did you make the puff test to be sure that you have not aspirated the "p" sounds?

Repeat: ... pa pi mal (2)

7. Say "I'm not bad at all." M pa pi mal. (2)

Listen and compare: pa pi mal/sa pa pi mal (2)

The second utterance means "Things are not bad at all."

... Sa pa pi mal. (2)

8. Round your lips. ... non (2)

That word usually means "no", but when it occurs at the end of a negative sentence it simply indicates an emphatic statement. Listen and compare:

Sa pa pi mal./Sa pa pi mal, non!

Things are not bad at all./Things are really not bad at all.

... Sa pa pi mal, non!

9. Tell konpè Toma to give you news of himself.

Konpè Toma, ba-m nouvèl-ou.

He replies: Sa pa pi mal, non!

10. Listen to bòs Alsé's next statement. Ou déyò bònè, oui! (2)

The following words rhyme. ... non/bon (2)

Round your lips. ... bon (2)

Touch the tip of your tongue against the back of your upper front teeth.	
	... nè (2)
	... bònè (2)
Say "early".	bònè (2)
11. "outside":	... déyò (2)
Count out a 1-2-3 rhythm as you say "You're outside."	
	... Ou déyò. (2)
How do you say "You're out early"?	Ou déyò bònè. (2)
Remember to round your lips on the last word.	
	... Ou déyò bònè.
12. Do you remember how to say "Listen to them"?	
	... Kouté-yo. (2)
13. Say "Things are really not bad at all."	Sa pa pi mal, non!
Note the emphatic "oui" at the end of:	... Ou déyò bònè, oui! (2)
Say "You're really out early."	Ou déyò bònè, oui! (2)
14. Say "He's out early."	Li déyò bònè. (2)
"He's really out early."	Li déyò bònè, oui! (2)
"I'm out."	... M déyò. (2)
Say "I'm out early."	M déyò bònè. (2)

15. Let's listen to the beginning of the dialog.

Alsé: Konpè Toma, ba-m nouvèl-ou.
Toma: Sa pa pi mal, non!
Alsé: Ou déyò bònè, oui!
Toma: Oui, monchè. M pralé kay komè Anita. 3.5

16. How do you say "I'm going"?	m pralé (2)
17. Here's how to say "house".	... kay (2)
	... Anita (2)
	... komè Anita (2)
	... kay komè Anita (2)
How do you say "Sister Anita's house"?	kay komè Anita (2)
18. Say "He's going to Sister Anita's house."	Li pralé kay komè Anita. (2)
19. Reply in the affirmative.	
Ou déyò bònè, oui!	Oui, m pralé kay komè Anita. (2)

But since you're talking to a friend of yours, you say:

	... Oui, monchè. M pralé kay komè Anita.
20. Say that they're out early.	Yo déyò bònè. (2)
Say that she's really out early.	Li déyò bònè, oui! (2)

21. Reply to the Haitian speaker on the tape, using the cue given to you by the announcer. Repeat after the confirmation voice.

Ou déyò bònè, oui!	(city hall)	Oui, m pralé lakomin.
Ou déyò bònè, oui!	(post office)	Oui, m pralé lapòs.
Ou déyò bònè, oui!	(komè Mari's place)	Oui, m pralé kay komè Mari.
Ou déyò bònè, oui!	(Pétionville)	Oui, m pralé Pétyonvil.
Ou déyò bònè, oui!	(bòs Alsé's house)	Oui, m pralé kay bòs Alsé.
Ou déyò bònè, oui!	(the market)	Oui, m pralé nan maché-a.

22. Do you remember how to say "And how's your wife?"	
	É madam-ou, ki jan li yé?
23. Answer bòs Alsé.	
Ba-m nouvèl-ou.	Sa pa pi mal, non!
Ou déyò bònè, oui!	Oui, monchè. M pralé kay komè Anita.
24. Listen to bòs Alsé as we continue the dialog.	
Sa ki genyen? "What's the matter?"	
25. Let us repeat this sentence part by part.	
The following words rhyme:	... ken/gen/yen (2)
"there is":	... genyen (2)
"there is that"	... genyen sa (2)
Since we are going to phrase a question the sa is going to be shifted to the beginning of the sentence.	
	... sa ki genyen (2)
Count out a 1-2-3-4 rhythm.	... a i en en (2)
Say "What's the matter?"	Sa ki genyen? (2)
26. Konpè Toma answers: "nothing".	... anyen (2)
The following words rhyme:	... jan/an (2)
The following do not rhyme:	... an/yen (2)
Now we put them together.	... anyen (2)
Say "nothing".	anyen (2)

27. Reply:

Sa ki genyen?	Anyen.
Ask what the matter is.	Sa ki genyen?
Ask komè Anita what the matter is.	Sa ki genyen, komè Anita.

28. Let's review the dialog. Repeat after each voice.

... Alsé: Konpè Toma, ba-m nouvèl-ou.

... Toma: Sa pa pi mal, non!

... Alsé: Ou déyò bònè, oui!

... Toma: Oui, monchè. M pralé kay komè Anita.

... Alsé: Sa ki genyen?

... Toma: Anyen, bòs Alsé. M pralé fè youn ti travay pou komè-a.

29. Now konpè Toma adds that he's going to do a little job for "that komè", that is, komè Anita.

	M pralé fè youn ti travay pou komè-a.
Let's practice that sentence part by part.	
"work":	... travay (2)
The following words rhyme:	... babay/travay (2)

30. Listen and compare:

"job"/"a job"	travay/youn travay (2)
Say "a job".	youn travay (2)
Say "a small job".	youn ti travay (2)

31. Do you remember how to say "I'm going to take a little walk"?

M pralé fè youn ti viré. (2)

Then you should be able to say "I'm going to do a little job."

M pralé fè youn ti travay. (2)

32. Listen and compare:

komè Anita/pou komè Anita (2)

Say "for komè Anita".

pou komè Anita (2)

33. Say "He's going to do a little job for komè Anita."

Li pralé fè youn ti travay pou komè Anita.

Now listen to konpè Toma saying that he's going to Anita's and that he's going to do a little job.

M pralé kay komè Anita fè youn ti travay.

Can you repeat what he said?

... M pralé kay komè Anita fè youn ti travay. (2)

34. Say that konpè Toma is going to do a little job for her, that is, komè Anita.

Konpè Toma pralé fè youn ti travay pou komè-a. (2)

Say that you're going to do a little job for her; that is, komè Anita.

M pralé fè youn ti travay pou komè-a.

And this is precisely what konpè Toma says.

M pralé fè youn ti travay pou komè-a.

35. Do you remember how to say "She's going to the post office"?

Li pralé lapòs.

Now say "I'm going to bòs Alsé's house. M pralé kay bòs Alsé.

36. Now we're going to prompt you as you converse with konpè Toma.

(Ask him how he is.) Konpè Toma, ki jan ou yé?

Sa pa pi mal, non!

(And how about his wife?) É madam-ou, ki jan li yé?

Li kon sa.

(Remark that he's out early!) Ou déyò bònè, oui!

Oui, monchè. M pralé kay komè Anita.

(What's the matter?) Sa ki genyen?

Anyen, bòs Alsé. M pralé fè youn ti travay pou komè-a. É ou-mèm, ki koté ou pralé?

(city hall) M pralé lakomin.

Sa ki genyen?

(nothing; my identification card) Anyen, m pralé pran kat didantité-m.

If you have failed to respond fluently and accurately, you should repeat this section.

37. Let's stop here and ask a few questions on the dialog we have learned. First let's listen to the beginning of the dialog once more.

Bòs Alsé kontré konpè Toma nan rout Pòtoprens. Konpè Toma pòté kèk zouti anba bra-li. Kouté-yo.

Alsé: Konpè Toma, ba-m nouvèl-ou.

Toma: Sa pa pi mal, non!

Alsé: Ou déyò bònè, oui!

Toma: Oui, monchè. M pralé kay komè Anita.

Alsé: Sa ki genyen?

Toma: Anyen, bòs Alsé. M pralé fè youn ti travay pou komè-a.

38. Now answer the voice on the tape. The confirmation will provide the suggested correct answer. Note that you need not have given exactly the same answer provided your reply was accurate.

Bòs Alsé kontré komè Anita?	Non, li kontré konpè Toma.
Konpè Toma li byen?	Oui, li pa pi mal.
Li déyò bònè?	Oui, li déyò bònè.
Ki koté bòs Alsé kontré konpè Toma?	Li kontré konpè Toma nan rout Pòtoprens.
Sa ki genyen?	Anyen. Bòs Alsé pralé fè youn ti travay pou komè Anita.

* * * *

39. Now that you know the first part of the dialog, listen to the second part.

Alsé: Ki sa ou pòté anba bra-ou la?

Toma: Zouti-mouen.

Alsé: Ou pralé fè youn gro travay?

Toma: O, oui, monchè. É ou-mèm, koté ou pralé?

Alsé: M pralé lavil.

Toma: En ben, bòn kouraj, bòs.

Alsé: Mèsi, n a ouè, si Dyé vlé.

40. In Creole, "to bring" or "to carry" is: ... pòté (2)

Remember not to move your jaws to an open position and back to a close position but to assume a fairly close position which is maintained throughout the pronunciation of the vowel.

3.11

	... té (2)
The following rhyme:	... bòs/pòs/pò (2)
"to carry":	... pòté (2)
Say "you're carrying".	ou pòté (2)
Say "I'm in the process of carrying".	m ap pòté (2)
41. Do you remember how to say "where"?	ki koté (2)
and "how"?	ki jan (2)
The word for "that" is:	... sa (2)
So how would you say "what"?	ki sa (2)
42. Say "What are you carrying?"	Ki sa ou pòté? (2)
Do you remember how to say "he's getting"?	l ap chèché (2)
Can you also say "What is he getting?"	Ki sa l ap chèché? (2)
43. Now Alsé is asking Toma what the latter is carrying under his arm. Listen:	Ki sa ou pòté anba bra-ou-la? (2)
44. "Under your arm" is:	... bra-ou (2)
The sound that occurs after the "b" of the word for "arm" sounds almost like English "w".	... bra (2)
Say "his arm".	bra-li (2)
Say "my arm".	bra-m (2)
45. "under":	... anba (2)
Listen and compare:	anba (2)

Do the two vowels of the word for "under" rhyme?	
They do not.	... an (2)
	... ba (2)
	... anba (2)
	... anba bra-ou (2)
Say "under her arm".	anba bra-li (2)
46. Note the la at the end of the sentence which may be rendered as "there".	
	Ki sa ou pòté anba bra-ou la?
	... Ki sa ou pòté anba bra-ou-la? (2)
47. Ask me what I'm carrying under my arm there.	
	Ki sa ou pòté anba bra-ou-la? (2)
Ask me what I'm going to get.	Ki sa ou pralé chèché?
Ask me what I'm getting.	Ki sa ou ap chèché?
48. Toma replies that he's carrying his tools.	zouti-mouen (2)
Remember to round your lips.	... zou (2)
Note the "y" transition between "t" and "i".	
	... ti (2)
"tool"	... zouti (2)
Note that the plural is understood but not marked by any changes in the word.	
	... zouti (2)

49. Say "your tools". zouti-ou (2)

Note the new word for "my": ... mouen (2)

The following rhyme: Sen/gen/yen/mouen (2)

Say "my tools". zouti-mouen (2)

50. Compare: bra-m/zouti-mouen (2)

Say the two different forms of the word for "my".

m/mouen (2)

In Creole the pronoun form for "I, me, my" has a basic form mouen and a short form m. However, unlike the other pronouns, which of the two forms occurs cannot be predicted. Both forms are correct, but the short form is more frequent.

51. Use the long form of the pronoun for "me" as you provide the Creole equivalents for the following:

"my arm":	bra-mouen
"my child":	ti moun-mouen
"my identification card":	kat didantité-mouen
"my tools":	zouti-mouen

52. Answer bòs Alsé.

Ki sa ou genyen anba-bra la? Zouti-mouen (2)

53. Here is the word for "big, large": ... gro (2)

The sound that follows is a sort of "w" sound.

... gro (2)

Do you remember how to ask "You're going to do a little job?"

Ou pralé fè youn ti travay?(2)

Now say "Are you going to do a big job?" Ou pralé fè youn gro travay?

55. Toma replies:	... O, oui, monchè. É ou-mèm, ki koté ou pralé? (2)
56. Now engage in the dialog with Bòs Alsé.	
Ki sa ou pòté anba bra-ou-la?	Zouti-mouen.
Ou pralé fè youn gro travay?	O, oui, monchè. É ou-mèm, ki koté ou pralé?
57. Here's the word for "town".	... lavil (2)
Say "I'm going downtown."	M pralé lavil. (2)
58. Do you remember how to say "I'm going to the post office"?	M pralé lapòs.
Say "He's going to the market."	Li pralé nan maché-a.
Say "Is he going to the city hall?"	Li pralé lakomin?
Say "Is she going to Port-au-Prince?"	Li pralé Pòtoprens?
Say "Are they going to Pétionville?"	Yo pralé Pétyonvil?
59. Do you remember how to say "I'm going to Anita's house"?	M pralé kay komè Anita.

60. Now our two friends are about to take leave of each other.

Toma: En ben, bòn kouraj, bòs.

Alsé: Mèsi, n a ouè, si Dyé vlé.

61. Listen: "good courage":	bòn kouraj (2)
The following do not rhyme:	... non/bòn (2)
The last word has the same vowel as the first word but ends in a "n" sound.	... bonn (2)

The word for "courage" has a soft "g" sound.	
	... kouraj (2)
Make the puff test.	... kou (2)
"Keep your chin up."	... bòn kouraj (2)
"well":	... en ben (2)
Say "Well, keep your chin up, bòs."	En ben, bòn kouraj, bòs. (2)
62. "thanks":	... mèsi (2)
The following rhyme:	... chè/fè/mè (2)
Say "thanks":	mèsi (2)
63. Do you remember how to say "I'll see you later"?	
	M a ouè-ou pi ta. (2)
Make the puff test.	... pi ta (2)
Now say "I'll see."	M a ouè. (2)
Say "We'll see."	N a ouè. (2)
64. In Haiti people, particularly country folk, are somewhat fatalistic. So Toma adds:	
"God willing":	... si Dyé vlé (2)
65. The following rhyme:	... Dyé/vlé (2)
Remember not to produce a glided vowel at the end of the following words.	
	... Dyé vlé (2)
"to want":	... vlé
Say "God".	Dyé
"if":	... si
"God willing":	si Dyé vlé (2)

3.16

66. Listen to the end of the dialog.

Alsé: Mèsi, n a ouè, si Dyé vlé.

67. Now let's go over the entire dialog. You will answer bòs Alsé.

Alsé: Konpè Toma, ba-m nouvèl-ou.
Toma: Sa pa pi mal, non!
Alsé: Ou déyò bònè, oui!
Toma: O, oui, monchè. M pralé kay komè Anita.
Alsé: Sa ki genyen?
Toma: Anyen, bòs Alsé. M pralé fè youn ti travay pou komè-a.
Alsé: Ki sa ou pòté anba bra-ou la?
Toma: Zouti-mouen.
Alsé: Ou pralé fè youn gro travay?
Toma: O, oui, monchè. É ou-mèm, koté ou pralé?
Alsé: M pralé lavil.
Toma: En ben, bòn kouraj, bòs.
Alsé: Mèsi, n a ouè, si Dyé vlé.

68.

Now ask Toma what's new.	Konpè Toma, ba-m nouvèl-ou.
Remark that he's *really* out early.	Ou déyò bònè, oui!
Ask him what the matter is.	Sa ki genyen?
Ask him what he's carrying under his arm there.	Ki sa ou pòté anba bra-ou la?
Ask him whether he's going to do a big job.	Ou pralé fè youn gro travay?

3.17

Say that you're going to town.	M pralé lavil.
Say that you're going to get a few letters.	M pralé chèché kèk lèt.
Tell him to keep his chin up.	En ben, bòn kouraj.
Tell him you'll see him later, God willing.	M a ouè-ou pi ta, si Dyé vlé.

69. Listen to the entire dialog at normal speed.

Alsé: Konpè Toma, ba-m nouvèl-ou.

Toma: Sa pa pi mal, non!

Alsé: Ou déyò bònè, oui!

Toma: Oui, monchè. M pralé kay komè Anita.

Alsé: Sa ki genyen?

Toma: Anyen, bòs Alsé. M pralé fè youn ti travay pou komè-a.

* * * * *

Alsé: Ki sa ou pòté anba bra-ou la?

Toma: Zouti-mouen.

Alsé: Ou pralé fè youn gro travay?

Toma: O, oui, monchè. É ou-mèm, koté ou pralé?

Alsé: M pralé lavil.

Toma: En ben, bòn kouraj, bòs.

Alsé: Mèsi, n a ouè, si Dyé vlé.

70. Now answer the voice on the tape. The confirmation voice will provide the suggested correct answer. Note that you need not have given exactly the same answer, provided your reply was accurate.

Ki sa konpè Toma pòté anba bra-li?	Li pòté zouti.
Li pòté kèk lèt?	Non, li pòté kèk zouti.
Ki koté konpè Toma pralé?	Li pralé kay komè Anita.
É bòs Alsé, li pralé kay komè Anita tou?	Non, li pralé lavil.
Bòs Alsé pralé Pòtoprens?	Oui, li pralé Pòtoprens.

Part C - Test

Translation

Write the English equivalent of the following sentences in the space provided in the Workbook.

1. Ki sa ou pralé fè lavil?
2. Yo déyò bònè.
3. N ap rivé Pòtoprens.
4. N a ouè, si Dyé vlé.
5. M ap fè youn gro travay.
6. Komè-a, ki jan li yé?
7. M pralé chèché kèk zouti.
8. N ap fè youn ti viré lavil.
9. Sa ki genyen, monchè?
10. Li pralé kay konpè Toma pou fè youn ti travay.

Fluency Test

1. I'm going to get my tools.	M pralé chèché zouti-mouen.
2. Do you have a few letters?	Ou genyen kèk lèt?
3. What are you going to do in Port-au-Prince?	Sa ou pralé fè Pòtoprens?
4. He's carrying a few tools.	L ap pòté kèk zouti.
5. They're under his arms.	Yo anba bra-li.
6. What do you have there?	Sa ou genyen la?
7. Well, keep your chin up, komè Mari.	En ben, bòn kouraj, komè Mari.
8. We'll see each other, God willing.	N a ouè, si Dyé vlé.
9. Things are not bad at all!	Sa pa pi mal, non!
10. We are doing a big job for them.	N ap fè youn gro travay pou yo.

Lesson 10 - GRAMMAR

Pronouns as Possessives

1. Pronouns as subject (review)

We have seen that when a pronoun occurs before a predicator it functions as subject:

Li lavil.	He (she) is downtown.
M kouté.	I'm listening.
Nou ouè-li.	We see him.

Let us review the use of pronouns with some of the verbs introduced in Units 1 and 2.

Exercises

a. Change to the plural.

Li chèché kèk zouti. → Yo chèché kèk zouti.
M pran youn lèt. → Nou pran youn lèt.
Li pòté kèk lèt. → Yo pòté kèk lèt.
M ouè bòs Alsé. → Nou ouè bòs Alsé.

b. Change to the singular.

Y ap fè youn ti viré. → L ap fè youn ti viré.
Nou pralé nan maché-a. → M pralé nan maché-a.
Yo kontré konpè Toma. → Li kontré konpè Toma.
N a ouè-li. → M a ouè-li.

c. Substitutions

Sa ou pralé fè lakomin?	(yo, m, li, bòs Alsé, madam, bòs Alsé, nou, ou)
Li kontré bòs Alsé nan rout maché-a.	(yo, m, komè Anita, nou, li, ou)

2. Possessives

Compare:

a. Li chèché youn kat didantité. "He's getting an identification card."

vs.

b. Li chèché kat didantité-li. "He's getting his identification card."

In sentence b the *li* that occurs after the object (*kat didantité*) has the same function as the indefinite article *youn* that precedes the object in sentence a.

Compare:

a. Li pralé kay komè Anita. "He's going to komè Anita's."

vs.

b. Li pralé kay-li. "He's going to her house."

The *li* in the second sentence is equivalent to the modifier *komè Anita*.

As in the subject position, no differentiation is made between "his" and "her".

Now compare:

kat didantité-m

vs. kat didantité-mouen

zouti-m

vs. zouti-mouen

The possessive equivalent to "me" may be either *m* or *mouen* after nouns ending with a vowel. The occurrence of one or the other of the two forms is not predictable; *mouen* appears to be more frequent, however.

Compare:

lèt-mouen

zouti-m

zouti-mouen

After a noun ending with a consonant only mouen occurs. Note that the plural is not always overtly marked in Creole and is then deduced from the context. Thus zouti-mouen may mean both "my tool" and "my tools".

Summary

Noun or noun phrase +

Creole	English
-m/mouen	my
-ou	your
-li	his, her, its
-nou	our
-yo	their

+ Noun or noun phrase

lèt-mouen	my letter
zouti-mouen or zouti-m	my tool
lèt-ou	your letter
lèt-li	his, her letter
lèt-nou	our letter
lèt-yo	their letter

Exercises

a. Supply the pronoun equivalent to the English pronoun given by the prompting voice on the tape.

(1) M pòté zouti-mouen.

(his) → M pòté zouti-li.

(their) → M pòté zouti-yo.

(our) → M pòté zouti-nou.

(her) → M pòté zouti-li.

(your) → M pòté zouti-ou.

(my) → M pòté zouti-mouen.

(2) Li pralé lapòs pran lèt-li.

(my) → Li pralé lapòs pran lèt-mouen.

(his) → Li pralé lapòs pran lèt-li.

(your) → Li pralé lapòs pran lèt-ou.

(her) → Li pralé lapòs pran lèt-li.

(their) → Li pralé lapòs pran lèt-yo.

(our) → Li pralé lapòs pran lèt-nou.

b. Substitution

Li pran zouti-mouen.	(yo, li, ou, konpè Toma, nou, komè Anita, mouen)
M pralé pran kat didantité-m.	(yo, li, komè Mari, bòs Alsé, ou, mouen)

c. Replace the noun phrase by the appropriate pronoun.

M ouè ti moun konpè Toma é komè Gabi. → M ouè ti moun-yo.

Yo pralé pran zouti bòs Alsé. → Yo pralé pran zouti-li.

Ou ap fè youn viré kay komè Anita? → Ou ap fè youn viré kay-li?

Li pralé chèché lèt komè Gabi. → Li pralé chèché lèt-li.

d. Translation

1. I'm going to get my tools.	M pralé pran zouti-mouen.
2. She's going to get her letter.	Li pralé pran lèt-li.
3. Are you going to get your identification card?	Ou pralé pran kat didantité-ou?

4. He's carrying his tools under his arm.	Li pòté zouti-li anba bra-li.
5. They're carrying their tools under their arms.	Yo pòté zouti-yo anba bra-yo.
6. I see their child.	M ouè ti moun-yo.
7. Do you see her child?	Ou ouè ti moun-li?
8. What's new with them?	Ba-m nouvèl-yo.
9. What's new with her?	Ba-m nouvèl-li.
10. I'm going to his house.	M pralé kay-li.
11. We're going to your house.	Nou pralé kay-ou.
12. Is she going to their house?	Li pralé kay-yo?

e. Question-answers: affirmative

Ou pòté zouti-mouen?	Oui, m pòté zouti-ou.
Ou pralé kay-ou?	Oui, m pralé kay-mouen.
Ou pralé pran lèt-ou?	Oui, m pralé pran lèt-mouen.
Ou ap chèché kat didantité-m?	Oui, m ap chèché kat didantité-ou.

f. Cued questions - answers

Ou ouè ti moun-ou? (no, their)	Non, m ouè ti moun-yo.
Y ap pòté zouti-ou? (no, yours)	Non, y ap pòté zouti-ou.
Li pralé pran kat didantité-m? (no,hers)	Non, li pralé pran kat didantité-li.
Ou kontré madam-ou? (no, yours)	Non, m kontré madam-ou.

g. Directed questions and statements

1. Ask me how my child is.	Ki jan ti moun-ou yé?
2. Ask me what I'm carrying under my arm.	Ki sa ou pòté anba bra-ou?
3. Ask me whether I'm going to their house.	Ou pralé kay-yo?
4. Ask me whether he's going to get his identification card.	Li pralé pran kat didantité-li?
5. Tell me you're going to get your letter at the post office.	M pralé chèché lèt-mouen lapòs.
6. Tell me you carry his tools.	M pòté zouti-li.
7. Tell me you see your wife.	M ouè madam-mouen.
8. Tell me you're going to my house.	M pralé kay-ou.

Lesson 11 - PRONUNCIATION

The nasal vowel en

Compare the following two pairs of words; each will be repeated twice.

sé	sen
pé	pen

The first word of each pair contains the vowel é, with which you are familiar; the second word contains the nasal vowel en. Both are pronounced with the jaws held close together, but for the en the soft palate is lowered allowing the air to penetrate the nasal cavities.

Now compare è as in monchè and en:

fè	fen
lè	len

In the following exercise, identify the member of each pair which contains the vowel en. If you make the correct identification, repeat the word containing the vowel en which will be given by the voice on the recording.

1.	sé	sen	2	sen
2.	fen	fè	1	fen
3.	pen	pè	1	pen
4.	bé	ben	2	ben
5.	len	lé	1	len
6.	pè	pen	2	pen
7.	jé	jen	2	jen
8.	chen	chè	1	chen

If you make any errors in identification, repeat the exercise until your score is perfect.

3.27

Four Syllables; 1-2-3-4 rhythm

démen maten

Li fin goumen

é pi lé Sen

Read the following sentences aloud. The confirmation will be given by the voice on the recording. Then translate these sentences and check with the key in the workbook.

1. Li genyen kèk lèt.

2. Gras a Dyé é pi lé Sen.

3. L ap kenbé toujou.

4. En ben, m pralé kay-mouen.

Dictation

Check your answers with the key and then read aloud.

genyen

renmen

l ap kenbé

machin-mouen

Sa ki genyen?

En ben, kouraj bòs.

si Dyé vlé

M pralé lavil.

2. en + n/m

The vowel en occurs before n or m. Listen and compare:

chen	chenn
ben	benn
men	mèm

Identify the item that ends in n or m. If you make the correct identification, repeat the item ending in n or m.

1.	chen	chenn	2	chenn
2.	jenn	jen	1	jenn
3.	mèm	men	1	mèm
4.	ren	renn	2	renn
5.	venn	ven	1	venn

Contrast:

ven	venn
men	mèm
plen	plenn
chen	chenn
ben	benn

Read aloud. Write down the items that do not end with n or m sounds, in the appropriate blanks in the workbook.

chen chenn benn pen plenn mèm

pouent machin genyen sémenn ou-mèm chémen goumen

In Creole any é or è that precedes n or m is usually pronounced en. Read aloud.

fèmen ménen mèm rèmen

Write and translate:

É ou-mèm?

Ba-m nouvèl-ou.

Kay komè Anita

Mèsi, n a ouè.

3.The vowel an

Compare the following pairs:

sa	san
ta	tan

The second word contains the nasal equivalent of the vowel of the first word.

Now compare the two nasal vowels en and an:

sen	san
men	man

Identification exercise

Identify the member of each pair which contains the vowel an. If you make the correct identification, repeat the word containing the vowel an which will be given by the voice on the recording.

1.	la	lan	2	lan
2.	tan	ta	1	tan
3.	san	sa	1	san
4.	ren	ran	2	ran
5.	chan	chen	1	chan
6.	ba	ban	2	ban
7.	pa	pan	2	pan
8.	kan	ka	1	kan
9.	ben	ban	2	ban

Do this exercise until your score is perfect.

Contrast the following paired words:

ma	man
ta	tan
sa	san
len	lan
men	man
sen	san

Repeat the following words ending in an.

Two syllables; 1-2 rhythm

riban ladan toutan kouman vréman

tèlman senkant dimanch souasant egzanp

Three syllables; 1-2-3 rhythm

li ladan enstriman dé paran

The following words have an in the first syllable. Count out a 1-2 rhythm:

anvi manjé dansé santim anpil

Read the following words aloud:

riban kouman chanjman trant an

senkant mandé santi anyen anpil

Dictation

anba

nan maché-a

Kouman ou yé?

M pran kèk lèt.

Y ap grandi toujou.

Li chanté anpil.

4. an + n/m

Listen and compare:

tan	tann
van	vann

The second word of each pair ends in n.

Identify the word ending in n or m. Repeat after the voice on the tape if you make the correct identification.

1.	tann	tan	1	tann
2.	van	vann	2	vann
3.	prann	pran	1	prann
4.	janm	jan	1	janm
5.	kan	kann	2	kann

Repeat:

tann vann kann prann tann janm

vyann madam aprann désann ladouann

An a preceding or following n or m is usually nasalized to an. Repeat:

janm zami maman anana ané ba-m

Read:

tann vyann janm kann rann désann aprann

dé bann li pann jam zami maman anana ané

Read the following sentences aloud. The confirmation will be given by the voice on the recording. Then translate the sentence you have read and check with the key in the workbook.

1. Ba-m nouvèl-ou.

2. Kouman komè Anita yé?

3. Nou pralé nan maché-a.

4. Sa ki genyen, machè?

5. É ou-mèm, ki sa ou ap fè?

6. Gras a Dyé é pi lé Sen, y ap grandi.

7. Babay, Mari. M a ouè-ou pi ta.

8. Nan rout li ouè Anita ak Alsé.

Dictation

After you check your answers with the key, read aloud.

1. Kouman Anita yé?

2. Kèk zouti anba bra-li.

3. Nou pralé lavil dimanch.

4. Sa pa fè anyen, machè.

5. Souasant senk santim.

6. Pa genyen anpil ladan.

7. Sa li mandé-ou?

8. Nou pralé la douann ansanm.

Lesson 12 - COMPHREHENSION PRACTICE

You will hear a dialog which differs somewhat from that presented in the first part of the unit. First listen to the introduction in Creole.

> Konpè Toma alé kay komè Anita. Komè Anita sòti ak konpè Chal, mari-li. Konpè Toma kontré ak Tijo nan kay-la. Kouté-yo.

1. Stop your tape and answer the following questions in the appropriate place in your workbook. You may listen to the introduction as many times as you wish.

   (1) Where did Toma go?

   (2) Where's komè Anita?

   (3) Is she alone?

   (4) With whom does Toma speak?

2. Let's learn the new vocabulary which is presented in this introduction and which will recur in the dialog:

"to go":	... alé (2)
Compare and contrast:	... alé/pralé (2)
"her husband":	... mari-li (2)

3. Now provide the meaning of the following sentences:

Konpè Toma alé kay komè Anita.

Konpè Toma goes (or went) to komè Anita's house.

Komè Anita sòti ak konpè Chal, mari-li.

Komè Anita has gone out with konpè Chal, her husband.

Konpè Toma kontré ak Tijo nan kay-la.

Konpè Toma meets Tijo in that house.

4. Listen to the introduction again, followed by the dialog.

Konpè Toma alé kay komè Anita. Komè Anita sòti ak konpè Chal, mari-li. Konpè Toma kontré ak Tijo nan kay-la. Kouté-yo.

Konpè Toma: Bonjou, ti gason.

Tijo: Bonjou, msyeu.

Toma: Sé kay komè Anita sa?

Tijo: Oui, msyeu. Sé kay-li.

Toma: Li pa la kounyé-a?

Tijo: Non, li sòti ak papa-mouen. Y ap rétounen tousuit.

Toma: M kap tann-yo.

Tijo: Oui, msyeu. Chita, non.

Toma: Ti gason, ki jan ou rélé?

Tijo: M rélé Tijo.

Toma: Ki moun ki maman-ou?

Tijo: Sé komè Anita ki maman-mouen, msyeu.

Toma: A, oui, ou sanblé-li anpil, san répròch.

5. Listen to the introductory exchange:

Toma: Bonjou, ti gason.

Tijo: Bonjou, msyeu.

You have no doubt deduced that:	... ti gason (2)
means "little boy".	... ti gason
and that:	... msyeu (2)
means "sir".	... msyeu

6. Toma asks whether this is komè Anita's house.	
	... Sé kay komè Anita sa? (2)
You should be able to reply, "Yes,sir. It's her house."	
	Oui, msyeu. Sé kay-li. (2)
Now say, "Yes, sir. It's my house."	Oui, msyeu. Sé kay-mouen. (2)
"No, sir, it's their house."	Non, msyeu, sé kay-yo. (2)
7. Here's how to say "now" in Creole:	... kounyé-a (2)
Count out a 1-2-3 rhythm.	kounyé-a (2)
Give the English for:	Li pa kounyé-a?
"Isn't she here now?"	
8. Say "She's not here."	Li pa la. (2)
Say "He's here now."	Li la kounyé-a. (2)
Say "He's gone out with Tijo."	Li sòti ak Tijo. (2)
9. Repeat:	... Se papa-mouen. (2)
Now say "It's his house."	Sé kay-li.
"It's his father."	Sé papa-li.
"It's our father."	Sé papa-nou.
10. Reply:	
Li pa la kounyé-a?	Non, li sòti ak papa-mouen.
11. Here's the word for "to return". Listen:	
	... rétounen (2)
The word ends with the nasal vowel en.	... tounen (2)

And it begins with the soft "g" sound. ... ré (2)

Count out a 1-2-3 rhythm. ... rétounen (2)

12. Now here's the word for "right away". Listen:

... tousuit (2)

Keep your tongue tip in the front part of your mouth and round your lips.

... suit (2)

Make the puff test. ... tou (2)

... tousuit (2)

13. How would you say "They're returning"?

Y ap rétounen. (2)

Say "They're returning right away." Y ap rétounen tousuit. (2)

And this is what Tijo says too. Y ap rétounen tousuit. (2)

14. Konpè Toma is in no particular hurry, so he says he'll wait for Tijo's parents. Listen:

M kap tann-yo.

"to wait": ... tann (2)

"I can." ... M kap. (2)

"I can wait for them." ... M kap tann-yo. (2)

Can you write down: M kap tann-yo. (2)

Check your spelling with the key in the workbook.

15. "to sit": ... chita (2)

Now listen and translate aloud. Oui, msyeu. Chita, non.

"Yes, sir. Why don't you sit down?"

Say "Why don't you sit down?" Chita, non.

16. Let's listen to the first part of the dialog.

Toma: Bonjou, ti gason.

Tijo: Bonjou, msyeu.

Toma: Sé kay komè Anita sa?

Tijo. Oui, msyeu. Sé kay-li.

Toma: Li pa la kounyé-a?

Tijo: Non, li sòti ak papa-mouen. Y ap rétounen tousuit.

Toma: M kap tann-yo.

Tijo: Oui, msyeu. Chita, non.

17. Now translate the following and check your translation with the key in the workbook.

(1) Konpè Toma pralé kay konpè Chal.

(2) Sé kay-ou sa?

(3) Yo pa la, ti gason?

(4) M ap rétounen tousuit.

(5) Li kap tann-ou.

(6) Yo sòti ak madam-mouen.

18. Now answer the following questions in Creole. The voice on the recording will provide the confirmation.

Ki koté konpè Toma alé?	Li alé kay komè Anita.
Ki sa li pralé fè la.	Li pralé fè youn travay.
Komè Anita la?	Non, li sòti.

Li sòti ak ti gason-li?	Non, li sòti ak mari-li.
Konpè Toma kontré mari komè Anita?	Non, li kontré ti gason-li.
Komè Anita ak konpè Chal, yo rétounen tousuit?	Oui, yo rétounen tousuit.
Ki sa konpè Toma kap fè?	Li kap tann-yo.

19. Now listen to the second part of the dialog.

Toma: Ti gason, ki jan ou rélé?

Tijo: M rélé Tijo.

Toma: Ki moun ki maman-ou?

Tijo: Sé komè Anita ki maman-mouen, msyeu.

Toma: A, oui, ou sanblé-li anpil, san répròch.

20. Listen to this exchange: Ti gason, ki jan ou rélé?

M rélé Tijo.

Now you answer the tape. Ki jan ou rélé?

Unless your name happens to be Tijo, you should not have replied:

M rélé Tijo.

21. Here's the word for "to call, to be called, to be named".

rélé (2)

Note that the word begins with a soft "g" sound.

... ré (2)

... rélé (2)

"His name is Tijo." ... Li rélé Tijo. (2)

22. Ask me what my name is.	Ki jan ou rélé?
23. Tell me that her name is Anita.	Li rélé Anita.
Tell me that his name is Alsé.	Li rélé Alsé.
24. Konpè Toma asks Tijo:	Ki moun ki maman-ou? (2)
25. Here's how to say "who":	... ki moun (2)
Compare and contrast:	... ki moun/ti moun (2)
Say "who".	ki moun (2)
Say "child".	ti moun (2)
26. Translate aloud:	Sé komè Anita ki maman-mouen, msyeu. (2)
"It's komè Anita who's my mother, sir."	
27. Listen to this exchange:	Ki moun ki papa-ou?
	Sé konpè Chal ki papa-mouen, msyeu.
Now say "It's konpè Chal who's his father."	
	Sé konpè Chal ki papa-li.
28. How would you say:	
"He's my father"?	Li papa-mouen. (2)
"She's his mother"?	Li maman-li. (2)
"She's his wife"?	Li madam-li. (2)

29. The dialog ends with konpè Toma discovering that Tijo looks a lot like komè Anita.

A, oui, ou sanblé -li anpil, san réproch.

30. "to resemble": ... sanblé (2)

"You resemble her." ... Ou sanblé-li. (2)

"a lot": ... anpil (2)

31. Say "You resemble him a lot." Ou sanblé-li anpil. (2)

"I look a lot like him." M sanblé-li anpil. (2)

"He looks a lot like you." Li sanblé-ou anpil. (2)

32. Listen: ... san réproch (2)

is a polite sentence tag used whenever one makes some sort of evaluation or judgment. Literally, it means "without reproach, without any offense meant" and is equivalent to English, "if you don't mind my saying so."

... san réproch (2)

... Ah, oui. Ou sanblé-li anpil, san réproch. (2)

33. Now listen to the entire dialog.

Toma: Bonjou, ti gason.

Tijo: Bonjou, msyeu.

Toma: Sé kay komè Anita sa?

Tijo: Oui, msyeu. Sé kay-li.

Toma: Li pa la kounyé-a?

Tijo: Non, li sòti ak papa-mouen. Y ap rétounen tousuit.

Toma: M kap tann-yo.

Tijo: Oui, msyeu. Chita, non.

* * * *

Toma: Ti gason, ki jan ou rélé?

Tijo: M rélé Tijo.

Toma: Ki moun ki maman-ou?

Tijo: Sé komè Anita ki maman-mouen, msyeu.

Toma: A, oui, ou sanblé-li anpil, san répròch.

34. Translate the following sentences. Consult the key in the Workbook.

1. Ki jan yo rélé?
2. Ki moun ki sòti.
3. Ki moun ki chita?
4. Yo rélé-li.
5. Sé konpè Toma ki ap tann.
6. Li kap pòté zouti-mouen.
7. Yo sanblé komè Anita anpil.
8. Li sanblé-ou, san répròch.
9. Ki moun ki madam-ou?
10. Ki moun li kontré?

35. Reply in Creole. The voice on the recording will provide the confirmation.

Ki moun ki maman Tijo?	Sé komè Anita ki maman-li.
É ki moun ki papa-li?	Sé konpè Chal.

Konpè Toma alé kay ki moun?	Li alé kay komè Anita.
Ti gason konpè Toma kontré-a, ki jan li rélé?	Li rélé Tijo.
Ki moun ki chita?	Sé konpè Toma ki chita.
Konpè Toma kontré komè Anita nan kay-li?	Non, li kontré Tijo.
Tijo sé mari komè Anita?	Non, sé ti moun-li.
Konpè Chal la kounyé-a?	Non, li sòti.
Konpè Chal ak komè Anita ap rétounen tousuit?	Oui, y ap rétounen tousuit.
Ki jan ou rélé?	M rélé ------------.

36. Listen to the introduction and the entire dialog given at normal speed against background noise.

Konpè Toma alé kay komè Anita. Komè Anita sòti ak konpè Chal, mari-li. Konpè Toma kontré ak Tijo nan kay-la. Kouté-yo.

Toma: Bonjou, ti gason.

Tijo: Bonjou, msyeu.

Toma: Sé kay komè Anita sa?

Tijo: Oui, msyeu. Sé kay-li.

Toma: Li pa la kounyé-a?

Tijo: Non, li sòti ak papa-mouen. Y ap rétounen tousuit.

Toma: M kap tann-yo.

Tijo: Oui, msyeu. Chita, non.

* * * * *

Toma: Ti gason, ki jan ou rélé?

Tijo: M rélé Tijo.

Toma: Ki moun ki maman-ou?

Tijo: Sé komè Anita ki maman-mouen, msyeu.

Toma: A, oui, ou sanblé-li anpil, san répròch.

3.45

HAITIAN CREOLE BASIC COURSE

Unit IV

Lesson 13 - DIALOG

Dialog for Comprehension

Mr. Jones, a missionary who has lived in rural Haiti for several months, is in Port-au-Prince for several days. He is now at the corner of rue des Césars (Caesars Street) and rue du Peuple (People's Street) and wishes to send a telegram to the United States. He asks a passerby for instructions. As you listen to their conversation, consult Map # 1 which appears in the Workbook so that you will be able to follow what they say. You will locate the corner of rue des Césars and rue du Peuple on the upper left hand corner of the map.

Mr. Jones: É msyeu. Bonjou.

Passerby: Bonjou, msyeu. Sa m kap fè pou ou?

Mr. Jones: M ta vlé voyé youn kab o Zétazuni.

Passerby: An, ou ta vlé voyé youn kab o Zétazuni.

Mr. Jones: Oui, m ta vlé voyé kab-la kounyé-a.

Passerby: Buro kab-la nan ru dé Mirak.

Mr. Jones: Ki koté ru dé Mirak-la yé?

Passerby: Ou pran ru du Peùp-la tou drouat...

Mr. Jones: Ru sa-a mèm?

Passerby: Oui, sé li-mèm. Lè ou jouenn ru de Mirak, ou viré a drouat.

Mr. Jones: Oui, m viré a drouat ru dé Mirak...

Passerby: Ou désann nèt jus ou rivé nan buro kab-la. Li maké "R.C.A. Communications". Li an fas Bank Kanada.

Mr. Jones: Buro-a a gòch ou a drouat?

Passerby: Li a drouat. Bank Kanada a gòch.

Mr. Jones: Bon , mèsi anpil.

Listen again, but this time the English equivalents will be provided.

Mr. Jones:	É msyeu. Bonjou.	Excuse me sir. How do you do?
Passerby:	Bonjou, msyeu. Sa m kap fè pou ou?	How do you do, sir? May I help you?
Mr. Jones:	M ta vlé voyé kab o Zétazuni.	I'd like to send a cable to the United States.
Passerby:	An, ou ta vlé voyé youn kab o Zétazuni.	Ah, you'd like to send a cable to the United States.
Mr. Jones:	Oui, m ta vlé voyé kab-la kounyé-a.	Yes, I'd like to send the cable now.
Passerby:	Buro kab-la nan ru dé Mirak.	The cable office is on rue des Miracles.
Mr. Jones:	Ki koté ru dé Mirak-la yé?	Where is rue des Miracles?
Passerby:	Ou pran ru du Peùp-la tou drouat...	You go straight along rue du Peuple.
Mr. Jones:	Ru sa-a mèm?	This very street here?
Passerby:	Oui, sé li-mèm. Lè ou jouenn ru dé Mirak, ou viré a drouat.	Yes, that's it. When you find rue des Miracles, you turn to the right.
Mr. Jones:	Oui, m viré a drouat ru dé Mirak.	Yes, I turn right at rue des Miracles.
Passerby:	Ou désann nèt jus ou rivé nan buro kab-la. Li maké "R.C.A. Communications". Li an fas Bank Kanada.	You go straight down until you get to that office. It's marked "R.C.A. Communications". It's across the street from the Bank of Canada.
Mr. Jones:	Buro-a a gòch ou a drouat?	Is the office on the left or on the right?
Passerby:	Li a drouat. Bank Kanada a gòch.	It's on the right. The Bank of Canada is on the left.
Mr. Jones:	Bon , mèsi anpil.	Good, thanks a lot.

4.2

Dialog for Use

Follow the instructions carefully and try to pronounce each item like the voice on the tape.

1. Mr. Jones stops a passerby and says "Excuse me, sir."

... E msyeu.(2)

Do you remember how to say "hello"? bonjou (2)

In Creole, the word for "hello" is the same as "How do you do?"

Now say "Excuse me, sir. How do you do?"

E msyeu. Bonjou. (2)

2. When Mr. Jones says, "Excuse me, sir. How do you do?" you take the part of the passerby and say "How do you do, sir?"

Mr. Jones: E msyeu. Bonjou.

Passerby: Bonjou, msyeu.

3. The passerby offers to help Mr. Jones. He says "May I help you?"

... Sa m kap fè pou ou? (2)

Literally, the passerby says to Mr. Jones, "What can I do for you?"

Listen. ... Sa m kap fè pou ou?" (2)

Now compare the following sentences and decide which one means "What can I do for you?

Sa m ap fè pou ou?/Sa m kap fè pou ou? (2)

The seccnd is correct.

Give the meaning of: Sa m ap fè pou ou? (2)

What am I doing for you?

4. Do you remember how to say "How do you do?" Bonjou (2)

5. Mr. Jones tells the passerby that he would like to send a telegram to the United States. Listen.

... M ta vlé voyé youn kab o Zétazuni. (2)

"I would like": ... m ta vlé (2)

6. "would": ... ta (2)

Make the puff test as you say "would". ta (2)

Let's practice various combinations of verb particles.

Say "I would like". m ta vlé (2)

Say "I would do". m ta fè (2)

Say "he would like". li ta vlé (2)

Say "we would do". nou ta fè (2)

Say "we are doing". n ap fè (2)

Say "we do". nou fè (2)

Say "he does". li fè (2)

7. Let's practice the new verb particle ta with the negative.

"He wouldn't go out." ... Li pa ta sòti. (2)

"you wouldn't like": ... ou pa ta vlé (2)

8. Say "I would like". m ta vlé (2)

Say "I wouldn't like". m pa ta vlé (2)

Do you remember how to say "I want"? m vlé (2)

9. "send": ... voyé (2)

"I would send": ... m ta voyé (2)

Say "I would like to send" and make sure you tense the last vowel of the word for "send" so that there is no glide.

m ta vlé voyé (2)

Now compare the following words and decide which is the correct pronunciation for the word for "send". Listen.

voyé/voyéy (2)

The first is correct. Repeat. ... voyé (2)

10. When the passerby asked, "What can I do for you?" Sa m kap fè pou ou?, this is what Mr. Jones replied.

... M ta vlé voyé youn kab o Zétazuni. (2)

"cable" or "telegram": ... kab (2)

"a cable": ... youn kab (2)

11. Now can you say "I would like to send"? m ta vlé voyé (2)

Now say "he would like to send". li ta vlé voyé (2)

Do you remember how to say "a cable"? youn kab (2)

Say that you would like to send a cable. M ta vlé voyé youn kab. (2)

Now say that you wouldn't want to send a cable.

M pa ta vlé voyé youn kab. (2)

12. "United States": ... Zétazuni (2)

"to the United States": ... o Zétazuni (2)

Say "United States". Zétazuni (2)

Do you remember how to say "I'm going"?	m pralé (2)
Say that you're going to the United States.	M pralé o Zétazuni. (2)
Say that you are sending a wire to the United States.	M ap voyé youn kab o Zétazuni. (2)
Now ask me whether I would like to send a cable to the United States.	Ou ta vlé voyé youn kab o Zétazuni? (2)
14. Say the following sentences in Creole as a review.	
"He would like to send a letter."	Li ta vlé voyé youn lèt. (2)
Remember that "nothing" is:	... anyen
Say "She would not like to send anything."	Li pa ta vlé voyé anyen. (2)
"We would like to go out."	Nou ta vlé sòti. (2)
Ask me whether she would like to go out.	Li ta vlé sòti? (2)
15. When Mr. Jones tells the passerby what he would like to do, the passerby replies:	An, ou ta vlé voyé youn kab o Zétazuni. (2)
"ah":	... an (2)
Can you translate the rest of what the passerby says? Listen to that sentence again.	An, ou ta vlé voyé youn kab o Zétazuni. (2)
Ah, you would like to send a wire to the United States.	

16. Ask me whether I would like to send a wire to the United States.	
	Ou ta vlé voyé youn kab o Zétazuni? (2)
Here is Mr. Jones' reply.	... Oui, m ta vlé voyé kab-la kounyé-a. (2)
Do you remember how to say "now"?	kounyé-a (2)
Say "I'm going now."	M pralé kounyé-a.
17. Say that you would like to send a telegram now.	
	M ta vlé voyé youn kab kounyé-a. (2)
Compare:	youn kab/kab-la
Repeat the phrase that means "the cable".	kab-la (2)
Say "the cable".	kab-la (2)
18. Reply in the negative.	
Ou ta vlé voyé kab-la pi ta?	Non, m pa ta vlé voyé kab-la pi ta. (2)
19. Say "I'm going out now."	M ap sòti kounyé-a. (2)
Say "He's sitting down now."	L ap chita kounyé-a. (2)
Note that before the particle ap the word for "he" is l.	
Say "He's sending a cable."	L ap voyé youn kab. (2)
Say "They're going to her house now."	Yo pralé kay-li kounyé-a. (2)
Now say that you would want to go to her house now.	
	M ta vlé alé kay-li kounyé-a. (2)

20. Now take the passerby's part and ask Mr. Jones whether he would like to send a wire to the United States.

An, ou ta vlé voyé youn kab o Zétazuni? (2)

Repeat Mr. Jones' reply.	... Oui, m ta vlé voyé kab-la kounyé-a. (2)

21. Say that you would like to go to the post office.

M ta vlé alé lapòs. (2)

Reply in the affirmative.

Ou ta vlé voyé lèt-la?	Oui, m ta vlé voyé lèt-la.
Ou ta vlé alé maché-a?	Oui, m ta vlé alé maché-a.

22. Now answer the following question. Be sure to use the definite form of the word for "cable".

Ou ap voyé youn kab o Zétazuni?	Oui, m ap voyé kab-la.

23. Let's review this section of the dialog before we learn the next section.

Listen to the conversation again; then there will be questions in Creole on the content.

Mr. Jones: E msyeu. Bonjou.

Passerby: Bonjou, msyeu. Sa m kap fè pou ou?

Mr. Jones: M ta vlé voyé youn kab o Zétazuni.

Passerby: An, ou ta vlé voyé youn kab o Zétazuni.

Mr. Jones: Oui, m ta vlé voyé kab-la kounyé-a.

Now answer these questions in Creole.

Ki koté msyeu Jones ta vlé voyé youn kab?	Li ta vlé voyé kab-la o Zétazuni.
Msyeu Jones ta vlé voyé youn let o Zétazuni?	Non, msyeu Jones ta vlé voyé youn kab.

Msyeu Jones ta vlé voyé kab-la kounyé-a?	Oui, msyeu Jones ta vlé voyé kab-la kounyé-a.
Msyeu Jones ta vlé voyé youn kab pi ta?	Non, li ta vlé voyé kab-la kounyé-a.

Say these English sentences in Creole.

1. How do you do, Mr. Jones?	Bonjou, Msyeu Jones.
2. He would not like to send a telegram to the United States.	Li pa ta vlé voyé youn kab o Zétazuni.
3. Excuse me, madam, how do you do?	E madam, bonjou.
4. They are sending a letter now.	Y ap voyé youn lèt kounyé-a.

24. Now that you know the first part of the dialog, listen to the second part again.

Passerby: Buro kab-la nan ru dé Mirak.

Mr. Jones: Ki koté ru dé Mirak-la yé?

Passerby: Ou pran ru du Peùp-la tou drouat...

Mr. Jones: Ru sa-a mèm?

Passerby: Oui, sé li-mèm. Lè ou jouenn ru dé Mirak, ou viré a drouat.

Mr. Jones: Oui, m viré a drouat ru dé Mirak...

Passerby: Ou désann nèt jus ou rivé nan buro kab-la. Li maké "R.C.A. Communications." Li an fas Bank Kanada.

Mr. Jones: Buro-a a gòch ou a drouat?

Passerby: Li a drouat. Bank Kanada a gòch.

Mr. Jones: Bon, mèsi anpil.

25. The passerby explains to Mr. Jones that the office is on rue des Miracles (Miracles Street).

... Buro kab-la nan ru dé Mirak. (2)

Notice how to say "the cable office". ... buro kab-la (2)

"on Miracles Street": ... nan ru dé Mirak (2)

26. Listen again as the passerby tells Mr. Jones that the telegram office is on Miracles Street.

Buro kab-la nan ru dé Mirak. (2)

Since Mr. Jones is not familiar with the streets of Port-au-Prince, he asks where Miracles Street is. Repeat:

... Ki koté ru dé Mirak-la yé? (2)

Compare: ru dé Mirak/ru dé Mirak-la (2)

Note that the second phrase contains the definite article. Repeat:

ru dé Mirak-la (2)

Add the definite article.

ru dé Mirak — ru dé Mirak-la (2)

27. Ask me where the post office is. Ki koté lapòs-la yé?

Ask me where the market is. Ki koté maché-a yé?

Compare: lapòs-la/maché-a (2)

Can you account for the fact that with lapòs the definite article is la, but that for maché the article is a?

If it follows a noun ending in a consonant, the definite article is la; if it follows a noun ending in a vowel, it is a.

28. Ask me where Miracles Street is. Use the unmarked noun.

Ki koté ru dé Mirak yé?

29. Put the appropriate form of the definite article after the following nouns.

bòs	bòs-la (2)
kat	kat-la (2)
bra	bra-a (2)
kay	kay-la (2)
komè	komè-a (2)
zouti	zouti-a (2)
rout	rout-la (2)
nouvèl	nouvèl-la (2)

30. Can you ask where the street (that is, the previously mentioned street) is?

Ki koté ru-a yé? (2)

Did you remember to use the definite article a?

Repeat: ... Ki koté ru-a yé? (2)

Do you remember how to say "I send the cable (previously mentioned) to the United States"?

M voyé kab-la o Zétazuni.

Did you remember to use the definite article la?

31. Let's review the conversation now. You take the part of Mr. Jones.

Passerby: Buro kab-la nan ru dé Mirak.

Mr. Jones: Ki koté ru dé Mirak-la yé?

32. The passerby gives Mr. Jones directions to get to Miracles Street. Consult the map in the Workbook and imagine you are following the instructions of the passerby. He says:

... Ou pran ru du Peùp-la tou drouat... (2)

33. "People's Street": ... ru du Peùp (2)

"straight ahead": ... tou drouat (2)

Say "You take People's Street." Ou pran ru du Peùp. (2)

Listen as the passerby says, "You take People's Street straight ahead."

... Ou pran ru du Peùp-la tou drouat. (2)

34. Ask me where People's Street is. Ki koté ru du Peùp-la yé? (2)

Can you say "You go straight ahead"? Ou alé tou drouat. (2)

Say "You take People's Street." Ou pran ru du Peùp-la. (2)

Can you say now, "You go straight ahead along People's Street"?

Ou pran ru du Peùp-la tou drouat. (2)

And indeed this is what the passerby says. Listen again:

Ou pran ru du Peùp-la tou drouat.

35. Mr. Jones wants to clarify which street he should take. He asks the passerby, "this very street?"

...ru sa-a mèm? (2)

The passerby replies, "Yes, it's this very one."

... Oui sé li-mèm. (2)

4.12

36. Do you remember the word for "street"?	ru (2)
Compare:	ru-a/ru sa-a (2)
Which one means "this street"?	
Listen again:	ru-a/ru sa-a (2)
The second means "this street". Repeat.	
	... ru sa-a (2)
Say "this very street".	... ru sa-a mèm (2)
Say "the street".	ru-a (2)
Now ask me whether it's this very street.	
	Ru sa-a mèm? (2)

37. Repeat "It is it" of "It's the one."	... Sé li. (2)
Can you say "It's the very one"?	Sé li-mèm. (2)
Say "himself" of "herself" or "itself".	... li-mèm (2)
Now say, "Yes, that's it."	... Oui, sé li-mèm. (2)

38. Let's review the dialog now. Listen:

Passerby: Buro kab-la nan ru dé Mirak.

Mr. Jones: Ki koté ru dé Mirak-la yé?

Passerby: Ou pran ru du Pèup-la tou drouat...

Mr. Jones: Ru sa-a mèm?

Passerby: Oui, sé li-mèm.

39. The passerby continues with directions to the telegraph office. He says "When you find Miracles Street, you turn to the right."

	... Lè ou jouenn ru dé Mirak, ou viré a drouat. (2)
Listen for the word for "when".	... lè (2)
Can you guess what the question word for "when" would be?	
	ki lè (2)
Ask me when I want to send the cable.	Ki lè ou vlé voyé kab-la? (2)

40. Listen: "when you find Miracles Street":

	... lè ou jouenn ru dé Mirak (2)
"You turn to the right."	... Ou viré a drouat. (2)
You should be able to say the word for "turn".	
	viré (2)
Here's how to say "to the right".	... a drouat (2)
Do you remember how to say "straight ahead"?	
	tou drouat (2)
Say "to the right".	a drouat (2)
Tell me to turn to the right.	Viré a drouat. (2)
Ask me whether you turn to the right.	M viré a drouat? (2)

41. Listen again to the directions given by the passerby.

	Lè ou jouenn ru dé Mirak, ou viré a drouat. (2)

Now you verify the instructions of the passerby.

Say, "Yes, I turn to the right at Miracles Street..."

Oui, m viré a drouat ru dé Mirak... (2)

Ask whether you turn to the right on People's Street.

M viré a drouat ru du Pèup? (2)

42. The passerby then continues, "You go straight on until you arrive at the telegraph office."

... Ou désann nèt jus ou rivé nan buro kab-la. (2)

Have you been consulting the map so that you too will understand the directions?

43. Here's how he says, "you go down straight".

... ou désann nèt (2)

"until you arrive": ... jus ou rivé (2)

"at the telegraph office": ... nan buro kab-la (2)

44. Listen again as he tells Mr. Jones where he should go.

... Ou désann nèt jus ou rivé nan buro kab-la. (2)

Listen to the passerby as he describes the telegraph office.

... Li maké "R.C.A. Communications." (2)

He says "It's marked "R.C.A. Communications."

45. "it's marked": ... li maké (2)

Remember that the second vowel in maké is tense. Be sure to hold your jaws in the same position so that there won't be a glide.

Count out a 1-2 rhythm as you say the word for "mark".

... maké (2)

46. Say that the telegraph office is marked R.C. A. Communications.

Buro kab-la maké "R.C.A. Communications." (2)

Ask me whether it's marked R.C.A. Communications.

Li maké "R.C.A. Communications"?

The passerby explains further the location of the office. He says "It's facing the Bank of Canada."

... Li an fas Bank Kanada. (2)

47. "across the street": ... an fas (2)

Say "It's across the street." Li an fas. (2)

"Bank of Canada": ... Bank Kanada (2)

"It's across from the Bank of Canada." Li an fas Bank Kanada. (2)

Ask me whether it's across from the Bank of Canada.

Li an fas Bank Kanada? (2)

48. Let's review the last few remarks of the two men as they discuss the location of the telegraph office.

> Lè ou jouenn ru dé Mirak, ou viré a drouat."
>
> "Oui, m viré a drouat ru dé Mirak..."
>
> "Ou désann nèt jus ou rivé nan buro kab-la."

49. Ask whether you turn to the right. M viré a drouat? (2)

Here's the word for "left". ... gòch (2)

Now tell me to turn to the left. Ou viré a gòch. (2)

50. Mr. Jones wants to be certain he can find the office. So he asks, "Is the office on the left or on the right?"	... Buro-a a gòch ou a drouat? (2)
Say "It's on the right."	Li a drouat. (2)
Ask whether it's on the left.	Li a gòch? (2)
Tell me that it's straight ahead.	Li tou drouat. (2)

51. Do you remember how to say "the office"?	buro-a (2)
Say the office is on the left.	Buro-a a gòch. (2)
Say, "No, it's on the right."	Non, li a drouat. (2)
The word for "or" is:	... ou (2)
Ask whether the post office is to the left or to the right.	Lapòs-la a gòch ou a drouat?

52. Now take Mr. Jones' part and ask whether the office is on the left or on the right.	Buro-a a gòch ou a drouat. (2)
Ask whether the office is to the left or to the right.	Buro-a a gòch ou a drouat? (2)

53. Listen to the passerby's reply.	Buro kab-la, li a drouat. (2) Bank Kanada a gòch. (2)
Now answer the following questions.	
Bank Kanada a drouat?	Non, li a gòch. (2)
Buro kab-la a drouat?	Oui, li a drouat. (2)

4.17

54. Say "Do I go straight along People's Street?"

M pran ru du Peùp-la tou drouat? (2)

Do you remember how to tell me you'd like to send a cable to the United States?

M ta vlé voyé youn kab o Zétazuni.

55. Since Mr. Jones has complete instructions now, he thanks the passerby.

... Bon, mèsi anpil.

Say "well". ... bon (2)

Did you remember to round and purse your lips?

... bon (2)

You remember how to say "thank you". mèsi (2)

"very much": ... anpil (2)

Now say "No, thank you very much." Non, mèsi anpil. (2)

56. Listen to the next two phrases and repeat the one which means, "well, thank you very much."

Non, mèsi anpil./Bon, mèsi anpil. (2)

You should have repeated the second one.

Say, "Well, thank you very much." ... Bon, mèsi anpil. (2)

57. Now let's review the entire dialog. Listen again; then there will be questions on the content and a translation exercise.

Mr. Jones: E msyeu. Bonjou.

Passerby: Bonjou, msyeu. Sa m kap fè pou ou?

Mr. Jones: M ta vlé voyé youn kab o Zétazuni.

Passerby: An, ou ta vlé voyé youn kab o Zétazuni.

Mr. Jones: Oui, m ta vlé voyé kab-la kounyé-a.

Passerby: Buro kab-la nan ru dé Mirak.

Mr. Jones: Ki koté ru dé Mirak-la yé?

Passerby: Ou pran ru du Pèup-la tou drouat...

Mr. Jones: Ru sa-a mèm?

Passerby: Oui, sé li mèm. Lè ou jouenn ru dé Mirak, ou viré a drouat.

Mr. Jones: Oui, m viré a drouat ru dé Mirak...

Passerby: Ou désann nèt jus ou rivé nan buro kab-la. Li maké "R.C.A. Communications." Li an fas Bank Kanada.

Mr. Jones: Buro-a a gòch ou a drouat?

Passerby: Li a drouat. Bank Kanada a gòch.

Mr. Jones: Bon, mèsi anpil.

58. Questions on the dialog. Refer to Map #1 on page 41 of the Workbook as you answer the following questions in Creole.

1. Msyeu Jones ta vlé voyé youn lèt o Zétazuni?	Non, li ta vlé voyé youn kab o Zétazuni.
2. Msyeu Jones pralé lapòs?	Non, li pralé buro kab-la.
3. Buro kab-la nan ru dé Mirak?	Oui, li nan ru dé Mirak.

4. Kouman li rivé ru dé Mirak?	Li pran ru du Pèup-la tou drouat.
5. Sa li fè lè li jouenn ru dé Mirak?	Li viré a drouat ru dé Mirak.
6. Kcuman buro kab-la maké?	Li maké "R.C.A. Communications."
7. Li an fas Bank Nasyonal?	Non, li an fas Bank Kanada.
8. Buro-a a gòch ou a drouat?	Li a drouat.
9. É Bank Kanada?	Li a gòch.
10. Sa msyeu Jones ta vlé fè kounyé-a?	Li ta vlé voyé youn kab o Zétazuni.

59. Translation exercise.

1. How do you do? May I help you?	Bonjou. Sa m kap fè pou ou?
2. We would like to go to the market.	Nou ta vlé alé nan maché-a.
3. They would like to send a cable now.	Yo ta vlé voyé youn kab kounyé-a.
4. This very street?	Ru sa-a mèm?
5. You turn left at People's Street (previously mentioned).	Ou viré a gòch ru du Pèup-la.
6. Well, it is across from the office, on the right.	Bon, li an fas buro-a, a drouat.
7. Thank you very much, madam.	Mèsi anpil, madam.
8. Where do I turn?	Ki koté m viré?

Lesson 14 - GRAMMAR

A. Pronouns as Direct Object.

We have seen that in Creole when pronouns occur before a verb they function as subject.

M rélé Alsé.	"My name is Alsé."
Ou rétounen tousuit.	"You're returning right away."
Li alé nan maché-a.	"He went to the market."
Nou kontré Mari.	"We met Mari."
Y ap vini.	"They're coming."

When pronouns occur after a noun they function as possessives.

Sé ti moun-li.	"He's his (her) child."
Yo pran lèt-mouen.	"They're getting my letter."

When pronouns occur after a verb they function as direct objects. Compare:

M kontré bòs Alsé.	M kontré-li.
M kontré bòs Alsé ak konpè Toma.	M kontré-yo.

Summary:

Subject				Possessive		Direct Object
Verb beginning with vowel	Verb beginning with consonant					
m	m (mouen)			m (mouen)		m(mouen)
ou (/w/)	ou			ou		ou
l	li	+ verb		li	verb +	li
n	nou		noun +	nou		nou
y	yo			yo		yo

Exercises

1. Substitution

Replace the pronoun object by the Creole equivalent of the English prompt.

Li ouè-m (you).	Li ouè-ou.
(us).	Li ouè-nou.
(them).	Li ouè-yo.
(her).	Li ouè-li.
(me).	Li ouè-m.
Ou sanblé-li (him).	Ou sanblé-li.
(them).	Ou sanblé-yo.
(me).	Ou sanblé-m.
(her).	Ou sanblé-li.
Mouen tann-li (them).	Mouen tann-yo.
(you).	Mouen tann-ou.
(her).	Mouen tann-li.
(him).	Mouen tann-li.
(them).	Mouen tann-yo.

2. Replace the direct object by li if it is singular and yo if it is plural.

Li chèché youn zouti. → Li chèché-li.

Li chèché kèk zouti. → Li chèché-yo.

Yo ouè komè Anita. → Yo ouè-li.

Yo ouè komè Anita é konpè Chal. → Yo ouè-yo.

M pòté lèt-la lapòs. → M pòté-li lapòs.

M pòté kèk lèt lapòs. → M pòté-yo lapòs.

Tijo sanblé komè Anita. → Li sanblé-li.

Li sanblé maman é papa-li. → Li sanblé-yo.

Ou jouenn buro-a. → Ou jouenn-li.

3. Change to the singular.

Li tann-yo.	Li tann-li.
Ou sanblé-yo anpil.	Ou sanblé-li anpil.
M kontré-yo.	M kontré-li.
Y ap ouè-yo.	Y ap ouè-li.
Ou chèché-yo.	Ou chèché-li.

4. Change to the plural.

M kontré-li.	M kontré-yo.
Li ouè-m.	Li ouè-nou.
Nou tann-li.	Nou tann-yo.
Y ap pòté-li.	Y ap pòté-yo.
M a jouenn-li.	M a jouenn-yo.

5. Translation (use short variant for "I, me" form).

1. He's looking for me.	L ap chèché-m.
2. They're carrying it.	Y ap pòté-li.
3. Are you waiting for us?	Ou ap tann-nou?
4. I'm getting them.	M ap pran-yo.
5. She's calling you.	L ap rélé-ou.

6. He sees me.	Li ouè-m.
7. I look for her.	M chèché-li.
8. He looks like him.	Li sanblé-li.
9. Do you find it?	Ou jouenn-li?

6. Questions-answers: affirmative.

Ou ouè-yo?	Oui, m ouè-yo.
Yo rélé-li?	Oui, yo rélé-li.
N ap tann-yo?	Oui, n ap tann-yo.
Li rélé-m?	Oui, li rélé-ou.
Ou chèché-m?	Oui, m chèché-ou.
Yo ouè-ou?	Oui, yo ouè-m.

7. Cued questions, answers.

Ou pran-yo?	(no, it)	Non, m pran-li.
Li sanblé-m?	(no, her)	Non, li sanblé-li.
Li rélé-nou?	(no, me)	Non, li rélé-mouen.
Y ap pòté-li?	(no, them)	Non, y ap pòté-yo.
Yo tann-yo?	(no, him)	Non, yo tann-li.

8. Directed questions and statements.

1. Ask me if I met them.	Ou kontré-yo?	
2. Ask me if he's calling me.	L ap rélé-ou?	
3. Ask me if he's waiting for us.	L ap tann-nou?	
4. Tell me that he's carrying it.	L ap pòté-li.	
5. Tell me they see you.	Yo ouè-m.	
6. Tell me she looks like me.	Li sanblé-ou.	4.24
7. Tell me I will find them.	Ou a jouenn-yo.	

B. Pronouns as Complements

In Creole pronouns functioning as complements (indirect objects) occur directly after the verb. Compare:

He gives me.	Li ba-m.

Exercises

1. Substitution.

Li ba-m kèk lèt.	(us)	Li ba-nou kèk lèt.
	(me)	Li ba-m kèk lèt.
	(her)	Li ba-li kèk lèt.
	(them)	Li ba-yo kèk lèt.
	(you)	Li ba-ou kèk lèt.
	(us)	Li ba-nou kèk lèt.

2. Translation.

1. He gives me the letter.	Li ba-m lèt-la.
2. Does she give them my tools?	Li ba-yo zouti-m?
3. She's getting his identification card.	L ap pran kat didantité-li.
4. Are you looking for my father?	Ou ap chèché papa-m?
5. Are you giving me a few letters?	Ou ap ba-m kèk lèt?
6. I give him the letter.	M ba-li lèt-la.
7. I give the letter to him.	M ba-li lèt-la.

(Note: Whereas in English the indirect object pronoun may immediately follow the verb or may follow the direct object, in which case it is preceded by the preposition *to*, in Creole it always immediately follows the verb.)

3. Directed questions and answers.

1. Ask me whether I give him the letter.	Ou ba-li lèt-la?
2. Ask me whether I give them my tools.	Ou ba-yo zouti-ou?
3. Ask me if I send you a wire.	Ou voyé-m youn kab?
4. Ask me whether I call you.	Ou rélé-m?
5. Tell me that you give him their letter.	M ba-li lèt-yo.
6. Tell me that we give them our tools.	Nou ba-yo zouti-nou.
7. Tell me that they give him his identification card.	Yo ba-li kat didantité-li.
8. Tell me that you're sending her a cable.	M voyé-li youn kab.

Lesson 15 - PRONUNCIATION

A. The Vowels o and ò

Compare the following pairs:

pou	po
dou	do

The second word of each pair contains a vowel produced with a little less rounding than that of the first, but with the lips assuming a rounding position and maintaining it throughout the production of the vowel.

Identification Exercise 1

Identify the member of each pair which contains the vowel o. Check each pair with the key. If you make the correct identification, repeat the word containing the vowel o, which will be given by the voice on the recording.

1.	pou	po	2	po
2.	mo	mou	1	mo
3.	lò	lo	2	lo
4.	rou	ro	2	ro
5.	so	sò	1	so
6.	cho	chou	1	cho
7.	po	pò	1	po
8.	do	dou	1	do

Do this exercise until your score is perfect.

Contrast the following paired words.

pou	po
dou	do
sou	so
chou	cho
ro	rou
mo	mou
po-li	pou-li
koché	kouché

Repeat:

bo do po so cho mo yo

Repeat the following words ending in o:

Two syllables: 1-2 rhythm

biro chapo répo tablo lèt-yo

Three syllables: 1-2-3 rhythm

papa-yo karako li pito sé chapo

The following words have o in the first syllable. Keep an even 1-2 rhythm.

koté odè loraj polis

Read the following aloud.

répo poto poko lèt-yo

kokoyé karako lopital zaboka

Dictation

1. Papa-yo
2. Sé Tijo.
3. Ki koté ou pralé?
4. Kat didantité-yo
5. É pitit-ou, ba-m nouvèl-yo.
6. Li rélé Tijo tou.

B. The Vowel ò

Compare the following pairs.

po	pò
bo	bò

The second word contains a vowel produced with less lip rounding than that of the first. However, the lips also hold the same position during the entire production of the vowel.

Identification Exercise 2

Identify the member of each pair which contains the vowel ò. Check each pair with the key. If you make the correct identification, repeat the word containing the vowel ò, which will be given by the voice on the recording.

1.	po	pò	2	pò
2.	bò	bo	1	bò
3.	sò	so	1	sò
4.	mo	mò	2	mò
5.	fò	fo	1	fò
6.	lò	lo	1	lò

Do this exercise until your score is perfect.

Identification Exercise 3

Write which of the two vowels o or ò occurs in the following words. Pronounce the word if you have identified the vowel correctly.

1. bò
2. so
3. do
4. ro
5. bò
6. fo
7. mò

Now contrast the following paired words.

po	pò
so	sò
fo	fò
mò	mo
lò	lo
bò	bo

Repeat:

pò kò nò bò fòs bòs lòt lòd kòb gòch

Repeat the following words ending in ò. 1-2 rhythm

déyo alò ankò rigòl gimòv kolòj

Note: When it occurs in the last syllable of a word, the vowel o must end the syllable; the vowel ò may end the word or it may be followed by a syllable-final consonant.

The following two syllable words contain ò in the first syllable. Maintain a 1-2 rhythm.

sòti pòté dòktè mòso

Read the following:

rigol kréòl lézòt alò ankò

sòti chofè loraj bòs Pòl poko

Ajéno Pòtoprens bòs Toma kòdònyé

Now read the following dialog. Translate each sentence mentally. Check with the glossary whenever you are unsure of the meaning of any word.

Toma: Bonjou, bòs Alsé.

Alsé: Bonjou, konpè Toma. Ba-m nouvèl-ou.

Toma: M la, é komè Mari, ki jan li yé?

Alsé: L ap kenbé toujou. Pitit-ou-yo, ba-m nouvèl-yo.

Toma: Y ap grandi toujou, gras a Dyé é pi lé Sen.

Alsé: Ki koté ou pralé?

Toma: M pralé lapòs é pi lakomin. É ou-mèm?

Alsé: M pralé nan maché-a.

Dictation

1. Yo pran kèk lèt.
2. Gadé byen koté li yé?
3. Yo alé lapòs.
4. Yo viré a gòch.
5. Ki koté ou monté?

C. The Nasal Vowel on

Compare the following pairs:

do	don
po	pon

Identification Exercise 4

Identify the member of each pair which contains the nasal vowel on. Check each pair with the key. If you make the correct identification, repeat the word containing the nasal vowel on, which will be given by the voice on the recording.

1.	ban	bon	2	bon
2.	ton	tan	1	ton
3.	pen	pon	2	pon
4.	so	son	2	son
5.	gon	gou	1	gon
6.	ron	ro	1	ron
7.	nen	non	2	non
8.	don	dan	1	don

Do this exercise until your score is perfect.

Identification Exercise 5

Write which one of the three nasal vowels (en, an, on) occurs in each word given. Pronounce the word if you have identified the vowel correctly.

1. ban
2. nen
3. ton
4. ron

5. Sen
6. jan
7. don
8. gon

Do this exercise until your score is perfect.

Contrast the following paired words.

ban	bon
tan	ton
jan	jon
gon	gan
ron	ran
don	dan

Now contrast the following sets of four words.

ban	bon	bo	bò
san	son	so	sò
pan	pon	po	pò

Repeat:

jon ton ran kant donk onz rant mont

Repeat the following two-syllable words. The last syllable contains on.

gason leson sitron bouton poumon chabon

The first syllable contains on.

sonjé fontèn montré tonbé konsa kontan

4.33

Read the following.

ton bonbon konpè tonton-m

réparasyon sé tonton-nou yo kontan anpil

Read the following sentences.

Konpè Toma sé tonton-m.

M a montré-yo.

Nou gen diz an.

Sé bòs Toma ki tonton-li.

Dictation

1. Yo montré-m kay-yo.
2. Tonton-m ap kenbé toujou.
3. Ki bò konpè-a pralé?
4. Gason-ou rélé Robè?
5. Yo genyen onz pitit.
6. Vini, m a montré-ou.

D. on + n/m

Listen and compare:

mon	monn
pon	ponn

The first word ends with the nasal vowel on; the second word also contains the nasal vowel on but it ends with n.

Now compare:

monn	mòn
konn	kòn

The first word ends with the sequence on + n; the second contains the non-nasalized vowel ò + n. Compare the set of three words.

mon monn mòn

Identification Exercise 6

Identify the word ending in the nasal vowel on + n. Check each pair with the key. If you make the correct identification, repeat the word ending in on + n, which will be given by the voice on the recording.

1.	ponn	pon	1	ponn
2.	kòn	konn	2	konn
3.	lonn	lon	1	lonn
4.	pon	ponn	2	ponn

Identification Exercise 7

Write the vowel or vowel + n which occurs in the following words. Pronounce the word aloud after you have made the correct identification.

1. bòn
2. non
3. konn
4. jòn
5. lonn
6. fonn
7. mòn
8. ton

Repeat.

ponn konn fonn lonn

bòn mòn jòn

4.35

Read:

ponn konn jòn bòn pon ton pann tann

Any o preceding or following n or m is usually nasalized to on. Note however that ò preceding n or m may or may not be nasalized to on.

Repeat.

komen komè bonnè somey sonen kamyonèt

komansé proménen lestomak bònn mòn jòn

Read:

a. bon bonn konn pòm jòn fòm

désann réponn yo tann li ponn zami madam

kamyonèt sonen renmen bonnè konnen komè

b. Konpè Toma ak komè Anita.

Li jouenn bank-la.

Nou vini fè réparasyon-an.

Pa viré a gòch.

Li genyen anpil alò.

Dictation

1. Ou ap promenen-ou?
2. Yo pralé bonnè.
3. Li kapab ménen-ou.
4. Nan biro kab-la.
5. Nou pralé nan mòn.
6. Yo vann anpil zouti.

Now you should be able to read the dialog of Units I and II fluently. Read sentence by sentence and compare with the native model which will follow. Repeat each sentence until you are able to read it accurately and fluently.

Toma: Bonjou, komè Mari.

Mari: Bonjou, konpè Toma. Ba-m nouvèl-ou.

Toma: M pa pi mal. É ou-mèm, ki jan ou yé?

Mari: M la, m la.

Toma: É bòs Alsé, ki jan li yé?

Mari: Gras a Dyé, li byen tou.

Mari: Komè Gabi, machè, kouman ou yé?

Gabi: M ap kenbé toujou. É ou-mèm?

Mari: Gras a Dyé, m pa pi mal.

Gabi: É bòs Alsé?

Mari: Li kon sa.

Gabi: É ti moun-yo?

Mari: Gras a Dyé é pi lé Sen, y ap grandi.

Gabi: Ki koté ou pralé la-a?

Mari: M pralé lapòs. É ou-mèm?

Gabi: M pralé fè youn ti viré nan maché-a.

Mari: Alò, m a ouè-ou pi ta, Gabi. Babay.

Gabi: Babay, Mari.

Lesson 16 - COMPREHENSION PRACTICE

Look at the section of downtown Port-au-Prince which appears in Map # 2 in the Workbook.

Imagine that you are in downtown Port-au-Prince, on rue du Magasin de l'Etat. Find that street on the map. You want to visit the cathedral and ask a passerby for directions. In this Comprehension Practice the recorded program will present a voice acting as the passerby, a certain Msyeu Lakasad. (voice) The program will instruct you to ask Msyeu Lakasad various questions so that you will be able to find where the cathedral is on your map. Your objective, then, is to indicate with an X where the cathedral is located with regard to your starting point on rue du Magasin de l'Etat. Ready? Whenever you are asked to construct something in Creole, the confirmation will be given on the recording.

1. You spot a passerby. Stop him. E msyeu. Bonjou.

2. This is what the passerby replies. Bonjou, msyeu.

3. You are to tell him you wish to go to the cathedral. Here's the word for "cathedral".

   ... katédral (2)

   Here's how you would say that you want to go to the post office.

   ... M vlé alé lapòs. (2)

   You are ready to tell the passerby you want to go to the cathedral.

   M vlé alé katédral.

4. Listen carefully to his instructions.

   Sé fasil. Gadé byen. Sa sé ru du Magazen deu Léta. Ou alé tou drouat. Lè ou rivé ru Bonn Foua, ou viré a drouat. Ou ap monté ru Bonn Foua. Pa viré ni a drouat ni a gòch. Aprè youn, dé, troua, kat ru, ou a jouenn katédral-la.

4.38

5. Most likely these instructions were not too useful. We are now going to teach you how to control the rate of speech of Haitians so that you can understand better what they say.

Here's the word for "to stop".	... rété (2)
Say "stop".	rété (2)
Here's the word for "fast".	... vit (2)
Here's how to say "too much".	... tro (2)
Can you say "too fast"?	tro vit (2)
Tell the passerby he's going too fast.	Ou alé tro vit. (2)
Tell him to stop, stop!	Rété, rété! (2)

6. Listen to the passerby's directions. As soon as he concludes, tell him to slow down.

Sé fasil. Gadé byen. Sa sé ru du Magazen deu Léta. Ou alé tou drouat. Lè ou rivé ru Bonn Foua, ou viré a drouat. Ou ap monté ru Bonn Foua. Pa viré ni a drouat ni a gòch. Aprè youn, dé, troua, kat ru, ou a jouenn katédral-la.

Rété, rété. Ou alé tro vit.

7. Ask him whether the street you're on is State Store Street.

Sa sé ru du Magazen deu Léta? (2)

8. Listen for his reply.

Oui, sé byen sa. Ru du Magazen deu Léta. Maché ak mouen, m a montré-ou.

9. What does the passerby offer to do? Here's a clue. The word for "to walk" is:

... maché (2)

Can you now guess what the passerby is offering to do? Listen again.

Oui, sé byen sa. Ru du Magazen deu Léta. Maché ak mouen, m a montré-ou.

Right. He's asking you to walk with him so that he can show you the way.

10. You've now walked a block and you want to know where you are. You are going to ask where you (that is, your guide and you) are now. Do you remember how to say "now"?

kounyé-a

Now ask where you are now.	Ki koté nou yé kounyé-a? (2)

11. Your guide replies:	Nou toujou nan ru du Magazen deu Léta.
And he continues:	Gadé byen dévan ou. Sa sé ru Bonn Foua. Fo-ou viré a drouat isit.
Tell him to slow down.	Rété, rété, ou alé tro vit. (2)
He repeats his last instructions.	Sa sé ru Bonn Foua. Fo-ou viré a drouat isit.

Now indicate on your map which way you are to turn on rue Bonne Foi.

13. If you turned left, you are going the wrong way.

Do you remember how to say "to the left"?	a gòch

You are going to ask your guide whether you should turn to the left here. Here's how to say "I have to".

fo-m (2)

Say "I have to turn to the left."	Fo-m viré a gòch. (2)

Now ask whether you should turn to the left here.

Fo-m viré a gòch? (2)

14. He replies: Non, msyeu. M té di fo-ou viré a drouat.

He asks you whether you understand. Ou konprann?

Repeat. ... konprann (2)

Be sure to pronounce the final "n" sound. ... ou konprann (2)

Say that you understand. M konprann. (2)

Now he continues.

Lè ou viré, ou ap monté ru Bonn Foua nèt. Pa viré ni a drouat ni a gòch. Ou konprann?

15. By now, you should be able to tell him you do understand. Say that you understand.

M konprann. (2)

16. Listen for more instructions.

Bon, aprè youn, dé, troua, kat ru, ou a jouenn katédral-la.

17. To be sure you understand, count the number of streets you must cross as you go up rue Bonne Foi.

... youn, dé, troua, kat (2)

18. How would you say "I'll find it"? M a jouenn-li. (2)

Do you remember how to say "after"? aprè (2)

19. Ask whether you'll find the cathedral after four streets.

M a jouenn katédral-la aprè kat ru? (2)

20. Msyeu Lakasad replies:

Oui, ou monté ru Bonn Foua nèt. Aprè youn, dé, troua, kat ru, ou a jouennli.

Look at the map and count each street you would need to cross on the way to the cathedral after you take the turn to the right.

youn, dé, troua, kat (2)

21. Now you are going to ask him whether the cathedral is on the rue Bonne Foi. Repeat the following sentences which contain the structure you will use.

... Lapòs, sé isit li yé? (2)

... Buro kab-la sé a gòch li yé? (2)

Now ask whether the cathedral is on rue Bonne Foi.

Katédral-la sé ru Bonn Foua li yé? (2)

22. Lakasad says:

Non, ru Bonn Foua ménen-ou dévan katédral-la. Lè ou fin monté ru Bonn Foua, katédral-la a gòch.

Can you now locate the cathedral on the map? Put an X where you think it should be and consult the key to Map Number Two in the Workbook.

Let's listen to Msyeu Lakasad's last statement again:

Non, ru Bonn Foua ménen-ou dévan katédral-la. Lè ou fin monté ru Bonn Foua, katédral-la a gòch.

23. Here's the word for "to lead to, to take". ... ménen (2)

Can you now say "It takes you to the post office."

Li ménen-ou lapòs. (2)

Say "It takes you to the cathedral." Li ménen-ou katédral-la. (2)

Say "It takes you to the post office." Li ménen-ou lapòs-la. (2)

24. Here's how to say "in front of".

Here's how to say "in front of".	dévan (2)
Say "It's in front of the city hall."	Li dévan lakomin. (2)

25. Compare:

fini monté/fin monté (2)

fini travay/fin travay (2)

Fini (which occurs with the short form fin) means "to have just done something".

Say "She just went out."	Li fin sòti. (2)
Say "They just returned."	Yo fin rétounen. (2)
Say "I just went up rue Bonne Foi."	M fin monté ru Bonn Foua.(2)
Say "He just found the cathedral."	Li fin jouenn katédral-la.(2)

26. Listen to Msyeu Lakasad's first attempt at giving you instructions.

Sé fasil. Gadé byen. Sa sé ru du Magazen deu Léta. Ou alé tou drouat. Lè ou rivé ru Bonn Foua, ou viré a drouat. Ou ap monté ru Bonn Foua. Pa viré ni a drouat ni a gòch. Aprè youn, dé, troua, kat ru, ou a jouenn katédral-la.

27. Now look at the key to Map Number Two in the Workbook, where the itinerary is shown. Imagine that someone has just given you instructions and that you are reviewing these to be sure you can find your way.

Say that you are on State Store Street.	M ru du Magazen deu Léta.(2)
Say that you have to go straight ahead.	Fo-m alé tou drouat. (2)
Say that you turn to the right here.	M viré a drouat isit. (2)
Say that you turn neither to the right nor to the left.	M pa viré ni a drouat ni a gòch. (2)
Say that after 1, 2, 3, 4 streets, you'll find the cathedral.	Aprè youn, dé, troua, kat ru, m a jouenn katédral-la. (2)

28. Now read the following instructions aloud.

Sé fasil. Gadé byen. Sa sé ru du Magazen deu Léta. Ou alé tou drouat. Lè ou rivé ru Bonn Foua, ou viré a drouat. Ou ap monté ru Bonn Foua. Pa viré ni a drouat ni a gòch. Aprè youn, dé, troua, kat ru, ou a jouenn katédral-la.

29. Now turn to map No. 3 in the Workbook. You are standing at the corner of rue Charreron and rue de la Révolution marked with an X on the map. You wish to go to the American Embassy which is located on Boulevard Harry Truman. You are facing in the direction of the arrow. Listen to the following instructions and indicate with a circle where you think the Embassy is located. You may listen to the instructions as many times as you wish. After you have made your response, turn to the following page to consult the key. If you failed to give the correct answer, return to the comprehension section and go over it once more.

An, ou ta vlé alé lanbasad amérikenn! Sé fasil. Gadé. Nou nan ru deu la Révolusyon-an. Bon. Ou alé tou drouat. Pa viré ni a drouat ni a gòch. Aprè youn, dé, troua, kat, senk, sis ru, ou a viré a gòch. Ou konprann-mouen byen? Ou alé tou drouat. Aprè youn, dé, troua, kat, senk, sis ru, ou a jouenn ru dé Kasèn é pi ou a viré a gòch. Ou désann ru dé Kasèn-nan. Aprè youn, dé, troua, kat ru, ou a ouè boulva Ari Troumann. Lè ou jouenn boulva Ari Troumann, fo-ou viré a gòch. Lanbasad amérikenn, li nan boulva Ari Troumann an fas Kazino é pi Enstitu Fransé.

HAITIAN CREOLE BASIC COURSE

Unit V

Lesson 17 - DIALOG

Mr. Jones is on Grande rue in front of the Galerie Bata (Bata Shoe Store). He wants to get to a telephone. Since he is not sure where to go, he asks a passerby, who does not seem to be very prosperous, for directions. Then Mr. Jones asks how to get to Pétionville.

Mr. Jones: E msyeu. Bonjou. M ta vlé téléfonen. Ki koté m kap téléfonen isit?

Passerby: En ben, msyeu blan, ou kap téléfonen tou patou.

Mr. Jones: M pa konprann-ou, monchè.

Passerby: Ou kap téléfonen nan tout magazen-yo. Isit-mèm, kay Bata-a, ou kap téléfonen. Men pou pi su, si ou vlé fè youn ti maché, ou a téléfonen nan télégraf-la.

Mr. Jones: Ki koté télégraf-la yé?

Passerby: Li an fas ou. Ou ouè pi gro kay? Bon, sé télégraf-la.

Mr. Jones: Ou su m kap téléfonen la vré?

Passerby: Oui, msyeu blan, ou kap jouenn téléfòn nan télégraf-la.

Mr. Jones: Bon, m ap mandé-ou youn lòt sèvis. Ki koté m kap jouenn kamyonèt pou m alé Pétyonvil?

Passerby: Isit la-mèm, sé nan ru dé Mirak, kamyonèt-yo monté.

Mr. Jones: Koté ru dé Mirak-la yé?

Passerby: Dévan-ou la. Lè ou sou koté Galri Bata, ou nan ru dé Mirak; lè ou dévan-li, ou nan Gran ru. Sé la tout kamyonèt-yo viré.

Mr. Jones: M ouè. Mèsi anpil, monchè. Men, pou pran sigarèt-ou.

Passerby: Mèsi anpil. O révoua.

Listen to the conversation again. This time the English equivalents of the Creole will be provided.

Mr. Jones:	E msyeu. Bonjou. M ta vlé téléfònen. Ki koté m kap téléfònen isit?	Excuse me, sir. How do you do? I would like to make a call. Where can I telephone here?
Passerby:	En ben, msyeu blan, ou kap téléfònen tou patou.	Well, Mr. Whiteman, you can make a call anywhere at all around here.
Mr. Jones:	M pa konprann-ou, monchè.	I don't understand you, old man.
Passerby:	Ou kap téléfònen nan tout magazen-yo. Isit-mèm, kay Bata-a, ou kap téléfònen. Men pou pi su, si ou vlé fè youn ti maché, ou a téléfònen nan télégraf-la.	You can telephone in all the stores. Right here, in Kay Bata, you can telephone. But to make sure, if you want to go a few steps, you would telephone in the telegraph office.
Mr. Jones:	Ki koté télégraf-la yé?	Where is the telegraph office?
Passerby:	Li an fas ou. Ou ouè pi gro kay? Bon, sé télégraf-la.	It's across from you. Do you see that tallest building? Well, the telegraph office is there.
Mr. Jones:	Ou su m kap téléfònen la vré?	Are you sure I can really make a call there?
Passerby:	Oui, msyeu blan, ou kap jouenn téléfòn nan télégraf-la.	Yes, Mr. Whiteman, you can reach a telephone in the telegraph office.
Mr. Jones:	Bon, m ap mandé-ou youn lòt sèvis. Ki koté m kap jouenn kamyonèt pou m alé Pétyonvil?	Well, may I ask you another favor? Where can I get a camionette to take me to Pétionville?
Passerby:	Isit la-mèm, sé nan ru dé Mirak, kamyonèt-yo monté.	Right there. The camionettes go up Miracles Street.
Mr. Jones:	Koté ru dé Mirak-la yé?	Where's Miracles Street?
Passerby:	Dévan-ou la. Lè ou sou koté galri Bata, ou nan ru dé Mirak; lè ou dévan-li, ou nan Gran ru. Sé la tout kamyonèt-yo viré.	There before you. When you're on the side of the Galerie Bata, you're on Miracles Street; when you're in front of the store, you're on Grande rue. There all the camionettes turn.
Mr. Jones:	M ouè. Mèsi anpil, monchè. Men, pou pran sigarèt-ou.	I see. Thank you very much, old man. Here, for you to get some cigarettes.
Passerby:	Mèsi anpil. O révoua.	Thanks a lot. Goodbye.

Dialog for use

Follow instructions carefully and try to pronounce each item like the voice on the tape.

1. Mr. Jones says, "Excuse me, sir. How do you do?"

Do you remember how to say that? E msyeu. Bonjou. (2)

2. Mr. Jones says that he would like to make a call. He asks where he can telephone here.

... M ta vlé téléfonen. Ki koté m kap téléfonen isit? (2)

Do you remember how to say "I would like"?

m ta vlé (2)

Repeat "to telephone" or "to make a call".

... téléfonen (2)

Say "They telephone." Yo téléfonen.

Now say that you would like to make a call.

M ta vlé téléfonen.

3. Do you remember how to say "Where can I go?"

Ki koté m kap alé? (2)

The word for "here" is: ... isit (2)

Say "We telephone here." Nou téléfonen isit. (2)

Say "Where can we telephone?" Ki koté nou kap téléfonen? (2)

Now ask "Where can I telephone here?" Ki koté m kap téléfonen isit? (2)

4. The passerby explains to Mr. Jones (whom he calls Mr. Whiteman without any pejorative intent) that he can make a call just about anywhere. Listen.

... En ben, msyeu blan, ou kap téléfonen tou patou. (2)

Do you remember the expression "well" or "well then"?

en ben (2)

Here's how the passerby addresses Mr. Jones. Literally, he says "Mr. Whiteman".

... msyeu blan (2)

Say "Mr. Whiteman". msyeu blan (2)

Repeat "everywhere". ... patou (2)

5. "anywhere around here": ... tou patou (2)

Say "everywhere". patou (2)

Now listen and decide which of the following means "You can make a call anywhere around here."

Ou kap téléfonen toujou isit./Ou kap téléfonen tou patou. (2)

The second is correct.

6. But Mr. Jones isn't able to follow what the passerby says. So he says, "I don't understand you, old man."

... M pa konprann-ou, monchè. (2)

What else might he have said to slow down the passerby?

Rété, rété; ou alé tro vit. (2)

7. Say "I understand." M konprann. (2)

Now say "He doesn't understand." Li pa konprann. (2)

Say "I don't understand, old man." M pa konprann, monchè. (2)

8. The passerby explains further. He says, "You can telephone in all the stores."

... Ou kap téléfonen nan tout magazen-yo. (2)

Here's the word for "store". ... magazen (2)

Now you give the plural for "store". magazen-yo (2)

"in all the stores": ... nan tout magazen-yo (2)

Can you say "in my store"? nan magazen-mouen (2)

9. Choose the sentence which means "You can make a call in all the stores."

Ou kap téléfonen nan tout magazen-yo./Ou kap téléfonen tou patou. (2)

The first is correct. What does the other sentence mean?

You can telephone anywhere around here.

10. Do you remember how to say "Where can I make a call here?"

Ki koté m kap téléfonen isit? (2)

11. The passerby continues giving Mr. Jones information about getting to a telephone. He says "Right here, at the Bata House (a store), you can call."

... Isit-mèm, kay Bata-a, ou kap téléfonen. (2)

"right here": ... isit-mèm (2)

"Bata House": ... kay Bata (2)

Say "the Bata House". kay Bata-a (2)

Say "right here". isit-mèm (2)

Now you can ask "Can I telephone right here?"

M kap téléfonen isit-mèm? (2)

12. Do you remember how to say "I don't understand you"?

M pa konprann-ou. (2)

Say "I don't understand you, madam." M pa konprann-ou, madam. (2)

13. The passerby suggests an alternative to making the call at the store. He says, "But to make sure, if you want to walk a few steps, you can call in the telegraph office."

... Men, pou pi su, si ou vlé fè youn ti maché, ou a téléfonen nan télégraf-la. (2)

14. Here's how to say "but". Repeat. ... men (2)

Here's the word for "sure". ... su (2)

You already know how to say "for more". pou pi (2)

Now you can say "for more sure" or "to make sure".

pou pi su (2)

15. "If you want to walk a few steps,... " ... Si ou vlé fè youn ti maché... (2)

Here's the expression for "to walk a few steps".

... fè youn ti maché (2)

Say "you walk". ou maché (2)

Say "a little walk". youn ti maché (2)

Say "You make a little walk." Ou fè youn ti maché. (2)

Do you remember how to say "you want"? ou vlé (2)

Ask me whether I want to take a few steps.	Ou vlé fè youn ti maché? (2)
Say "to make sure".	pou pi su (2)
16. The passerby explains that the telegraph office is the place to go to make sure.	
Repeat.	... Men, pou pi su, ou a téléfonen nan télégraf-la. (2)
"telegraph office":	... télégraf (2)
17. Mr. Jones doesn't know the location of the telegraph office. Take his part and ask "Where is the telegraph office?"	Ki koté télégraf-la yé? (2)
Now ask me where the cable office is.	Ki koté buro kab-la yé? (2)
18. The passerby gives directions to the telegraph office. He says, "It's across from you; you see the tallest building."	... Li an fas-ou; ou ouè pi gro kay. (2)
Do you remember how to say "across"?	an fas (2)
Now say "It's across from you."	Li an fas-ou. (2)
19. "building" or "house":	... kay (2)
"tallest building":	... pi gro kay (2)
Say "You see the tallest building."	Ou ouè pi gro kay. (2)
Ask me whether I see the tallest building.	Ou ouè pi gro kay? (2)
Now ask whether it's across from you.	Li an fas-mouen?

20. The passerby says, "Well, that's the telegraph office there."	... Bon, sé télégraf la. (2)
Now ask me where the telegraph office is.	Ki koté télégraf-la yé? (2)
21. Do you remember how to say "here"?	isit (2)
How do you say "there"?	la (2)
Say "Well, the telegraph office is there. "	Bon, sé télégraf la. (2)
Ask whether that's the post office there.	Sé lapòs la? (2)
22. Mr. Jones wants to verify that he can make a call at the telegraph office. He says, "Are you sure I can make a call there, really?"	... Ou su m kap téléfonen la vré? (2)
23. Repeat. "You are sure."	... Ou su. (2)
Say " I can telephone there."	M kap téléfonen la. (2)
Ask whether we can phone here.	Nou kap téléfonen isit? (2)
"really":	... vré (2)
24. Now ask "Are you sure it's across from us?"	Ou su li an fas-nou? (2)
Ask me whether I'm sure it's on People's Street.	Ou su li nan ru du Pèup? (2)

25. Take Mr. Jones' part and say, "Are you sure I can make a call there, really?"

Ou su m kap téléfonen la vré? (2)

Ask me whether I'm sure you can find the telegraph office.

Ou su m kap jouenn télégraf-la? (2)

26. Do you remember how to say that you don't understand?

M pa konprann. (2)

Ask me whether I understand. Ou konprann? (2)

27. The passerby assures Mr. Jones that he can call at the telegraph office. Here's what he says.

... Oui, msyeu blan, ou kap jouenn téléfòn nan télégraf-la. (2)

28. Contrast and decide which word means a "telephone".

téléfòn/téléfonen (2)

The first is correct. The other word means "to telephone".

Ask me whether I'm sure you can find a telephone there.

Ou su m kap jouenn téléfòn la? (2)

Compare. téléfòn-la/téléfòn la (2)

The first. The second one means "the telephone there".

29. Now you can say, "Yes, Mr. Whiteman, you can find a telephone in the telegraph office."

Oui, msyeu blan, ou kap jouenn téléfòn nan télégraf-la. (2)

Can you say "Yes, komè Anita, you can find a telephone there"?

Oui, komè Anita, ou kap jouenn téléfòn la. (2)

30.	Mr. Jones says that he would like to ask another favor of the passerby.	... Bon, m ap mandé-ou youn lòt sèvis. (2)
31.	Do you remember how to say "well"?	bon (2)
	Here are some new words.	
	"to ask":	... mandé (2)
	"favor":	... sèvis (2)
	"other favor":	... lòt sèvis (2)
	Now you say "another favor".	youn lòt sèvis (2)
32.	Say "He asks for another favor."	Li mandé youn lòt sèvis. (2)
	Say "He asks me for another favor."	Li mandé-mouen youn lòt sèvis. (2)
	Listen to Mr. Jones again.	... Bon, monchè, m ap mandé-ou youn lòt sèvis.
	Compare.	M ap mandé-ou youn lòt sèvis./M mandé-ou youn lòt sèvis. (2)
	Which one is a polite request?	
	The first sentence.	
	Repeat.	... M ap mandé-ou youn lòt sèvis. (2)
34.	Try to say "What did he ask?"	Sa li mandé? (2)
	Now say "What did he ask you?"	Sa li mandé-ou? (2)

35. Let's review this section of the dialog. Listen again carefully; then there will be questions on the content, and you will have a translation exercise.

Mr. Jones: E msyeu. Bonjou. M ta vlé téléfonen. Ki koté m kap téléfonen isit?

Passerby: En ben, msyeu blan, ou kap téléfonen tou patou.

Mr. Jones: M pa konprann-ou, monchè.

Passerby: Ou kap téléfonen nan tout magazen-yo. Isit-mèm, kay Bata-a, ou kap téléfonen. Men pou pi su, si ou vlé fè youn ti maché, ou a téléfonen nan télégraf-la.

Mr. Jones: Ou su m kap téléfonen la vré?

Passerby: Oui, msyeu blan, ou kap jouenn téléfòn nan télégraf-la.

Mr. Jones: Bon, m ap mandé-ou youn lòt sèvis.

Reply to the following questions on the dialog.

1. Msyeu Jones ta vlé alé lapòs?	Non, li ta vlé téléfonen.
2. Li kap téléfonen nan tout magazen-yo?	Oui, li kap téléfonen nan tout magazen-yo.
3. Pou pi su, ki koté li a téléfonen?	Li a téléfonen nan télégraf-la.
4. Télégraf-la an fas-li?	Oui, télégraf-la an fas-li.
5. Li su li kap jouenn téléfòn nan télégraf-la?	Oui, li su li kap jouenn téléfòn la.

Translation Exercise

1. Where can I make a call here?	Ki koté m kap téléfonen isit?
2. I can't understand her.	M pa kap konprann-li.
3. Where is the telegraph office?	Ki koté télégraf-la yé?
4. Are you sure I can really find a telephone there?	Ou su m kap jouenn téléfòn la vré?
5. He's asking us for another favor.	L ap mandé-nou youn lòt sèvis.

36. Now listen to the rest of the dialog.

Mr. Jones: Ki koté m kap jouenn kamyonèt pou m alé Pétyonvil?

Passerby: Isit la-mèm, sé nan ru dé Mirak, kamyonèt-yo monté.

Mr. Jones: Koté ru dé Mirak-la yé?

Passerby: Dévan-ou la. Lè ou sou koté galri Bata, ou nan ru dé Mirak; lè ou dévan-li, ou nan Gran ru. Sé la tout kamyonèt-yo viré.

Mr. Jones: M ouè. Mèsi anpil, monchè. Men, pou pran sigarèt-ou.

Passerby: Mèsi anpil. O révoua.

37. Mr. Jones asks the passerby for more information. This time he asks where he can get a camionette to take him to Pétionville.

... Ki koté m kap jouenn kamyonèt pou m alé Pétyonvil? (2)

38. You already know how to say "Where can I find the telegraph office?"

Say it. Ki koté m kap jouenn télégraf-la?(2)

39. How do you say "I go to Pétionville"? M alé Pétyonvil. (2)

Now say "I'm going to Pétionville." M pralé Pétyonvil. (2)

Ask me whether I'm going to go to Pétionville.

Ou pralé Pétyonvil? (2)

Now say "for me to go to Pétionville". pou m alé Pétyonvil (2)

Say "for him to go to Port-au-Prince". pou li alé Pòtoprens (2)

40. Here's the word for "camionette". ... kamyonèt (2)

Say "It's his camionette." Sé kamyonèt-li. (2)

Ask where you can find a camionette. Ki koté m kap jouenn kamyonèt? (2)

Ask "Where can they find the camionette?"

Ki koté yo kap jouenn kamyonèt-la? (2)

41. Now ask where you can get a camionette to go to Pétionville.

Ki koté m kap jouenn kamyonèt pou m alé Pétyonvil? (2)

42. The passerby explains how to get a camionette. He says "Right there, the camionettes go up Miracles' Street."

... Isit la-mèm, sé nan ru dé Mirak, kamyonèt-yo monté. (2)

43. How would you tell someone that you don't understand and that he should slow down?

M pa konprann. Rété, rété. (2)

44. Do you remember how to say "right here"?

isit-mèm (2)

Here's the phrase for "right there". ... isit la-mèm (2)

45. You say "It's on Miracles Street." Sé nan ru dé Mirak. (2)

Try to say "It's on Miracles Street that it is."

Sé nan ru dé Mirak li yé. (2)

Now say "It's on Miracles Street on the right."

Sé nan ru dé Mirak a drouat. (2)

46. Can you give the plural of camionette? kamyonèt-yo (2)

You should remember how to say "go up". monté (2)

Say "They go up Miracles Street." Yo monté ru dé Mirak. (2)

Do you remember how to say "they go down"?

yo désann (2)

Say that the camionettes are going up Miracles Street.

Kamyonèt-yo monté nan ru dé Mirak. (2)

Compare. Kamyonèt-yo monté nan ru dé Mirak./ Sé nan ru dé Mirak kamyonèt-yo monté. (2)

47. Now you can say "It's on Miracles Street that the camionettes go up."

Sé nan ru dé Mirak kamyonèt-yo monté. (2)

48. Can you remember how to say "right there"?

isit la-mèm (2)

49. Now listen as the passerby and Mr. Jones discuss getting a camionette.

Mr. Jones: Ki koté m kap jouenn kamyonèt pou m alé Pétyonvil?

Passerby: Isit la-mèm, sé nan ru dé Mirak, kamyonèt-yo monté.

Mr. Jones: Koté ru dé Mirak-la yé?

50. Compare. ki koté/koté (2)

Say the short form of "where". koté (2)

Say that this is Miracles Street. Sa sé ru dé Mirak. (2)

51. Ask the passerby where Miracles Street is. Use the short form for "where".

Koté ru dé Mirak-la yé? (2)

52. The passerby replies "there in front of you".

	... dévan-ou la (2)
You remember how to say "there".	la (2)
Now listen for the word for "in front of".	
	... dévan (2)
Say "in front of her".	dévan-li (2)
Say "in front of you there".	dévan-ou la (2)
Say "It's in front of you."	Li dévan-ou. (2)

53. When the voice on the tape asks you where the Bank of Canada is, reply that it is in front of him there.

Koté Bank Kanada-a yé?	Li dévan-ou la. (2)

54. The passerby says, "When you're on the side of the Galerie Bata, you're on Miracles Street; when you're in front of it, you're on Main Street."

	... Lè ou sou koté galri Bata, ou nan ru dé Mirak; lè ou dévan-li, ou nan Gran ru. (2)
Say that he's on Main Street.	Li nan Gran ru. (2)
Say that you are on Main Street.	Mouen nan Gran ru. (2)
Ask me whether I'm on Main Street.	Ou nan Gran ru? (2)
Ask whether the post office is on People's Street.	
	Lapòs nan ru du Pèup? (2)
Do you remember how to ask where the telephone is? Use the long form of "where".	
	Ki koté téléfòn-la yé? (2)

55. Listen to the passerby again. Then there will be questions on your location.

Lè ou sou koté galri Bata, ou nan ru dé Mirak; lè ou dévan-li, ou nan Gran ru.

Listen again.

Lè ou sou koté galri Bata, ou nan ru dé Mirak; lè ou dévan-li, ou nan Gran ru.

Questions

1. Lè ou sou koté galri Bata, ki koté ou yé?

Mouen nan ru dé Mirak. (2)

2. Lè ou dévan kay Bata, ki koté ou yé? Mouen nan Gran ru. (2)

56. The passerby says that all camionettes turn there at that corner.

... Sé la tout kamyonèt-yo viré.(2)

57. Do you remember how to say "all the stores"?

tout magazen-yo (2)

Now say "all the camionettes". tout kamyonèt-yo (2)

58. You should remember how to say "turn". viré (2)

Say "they turn". yo viré (2)

Ask whether all the camionettes turn to the right here.

Tout kamyonèt-yo viré a drouat isit? (2)

59. Compare.

Kamyonèt-yo monté nan ru dé Mirak./ Sé nan ru dé Mirak kamyonèt-yo monté.

Tout kamyonèt-yo viré la./Sé la tout kamyonèt-yo viré.

What must be added to the sentence when the complement of place is shifted to the beginning?

You must add the verb form s̲é̲.

Listen again to the contrast.

Tout kamyonèt-yo viré la./Sé la tout kamyonèt-yo viré. (2)

60. Now try to say "All the camionettes turn t̲h̲e̲r̲e̲."

Sé la tout kamyonèt-yo viré. (2)

Ask whether it's there that all the camionettes turn to the left.

Sé la tout kamyonèt-yo viré a gòch? (2)

61. Ask where you can find a camionette.

Koté m kap jouenn youn kamyonèt? (2)

Ask whether all the camionettes go to Pétionville.

Tout kamyonèt-yo alé Pétyonvil? (2)

Say that all the camionettes are going to Port-au-Prince.

Sé nan Pòtoprens tout kamyonèt-la alé. (2)

62. Mr. Jones says "I see. Thanks very much, old man. Here, for you to get cigarettes."

... M ouè. Mèsi anpil, monchè. Men, pou pran sigarèt-ou. (2)

You should know how to say "Thanks a lot, old man."

Mèsi anpil, monchè. (2)

Now say "I see."

M ouè. (2)

63. As he hands the passerby a coin, Mr. Jones says "Here..."

... men (2)

Say "here ... "

men (2)

The word for "cigarette" is:

... sigarèt (2)

Now say "your cigarette".

sigarèt-ou (2)

64. Compare.

"your cigarette":

sigarèt-ou (2)

"your cigarettes":

sigarèt-ou (2)

Do these two phrases differ?

No. The plural in Creole need not always be indicated. However, how would you say "the cigarette"?

sigarèt-la (2)

and "the cigarettes"?

sigarèt-yo (2)

65. Say "He has three cigarettes."

Li genyen troua sigarèt. (2)

Note that the plural need not be marked since the number provides sufficient indication.

Ask me whether I have four cigarettes.

Ou genyen kat sigarèt? (2)

66. Let's review our numbers a bit. Count together with the voice on the tape. Ready?

Start.

youn, dé, troua, kat, senk, sis

Now count to six by yourself. Compare each number with the confirmation. Ready? Start.

youn, dé, troua, kat, senk, sis

67. Let's count up to ten. Ready? Start.

youn, dé, troua, kat, senk, sis,
sèt, uit, nèf, dis

Let's start with seven.

sèt (2)

"eight":	uit (2)
"nine":	nèf (2)
"ten":	dis (2)
Now count to ten.	youn, dé, troua, kat, senk, sis, sèt, uit, nèf, dis

68. Say "you take". ou pran (2)

Repeat. "You take cigarettes for yourself."

... Ou pran sigarèt-ou. (2)

Now say "He takes cigarettes for himself."

Li pran sigarèt-li. (2)

69. Compare. Ou pran sigarèt-ou./pou pran sigarèt-ou (2)

Are they the same?
No. The second begins with the preposition pou rather than the pronoun ou.

Now say "in order to take". pou pran (2)

Do you remember how to say "here..."? men (2)

70. Now you should be able to tell someone, "Here, for you to get your cigarettes."

Men, pou pran sigarèt-ou. (2)

71. The passerby says, "Thanks very much. Goodbye."

... Mèsi anpil. O révoua. (2)

You already know one way to say "goodbye".

babay (2)

Here's the new word for "goodbye". ... o révoua (2)

Now say "Thank you very much, old man. Goodbye."

Mèsi anpil, monchè. O révoua. (2)

Listen to the entire dialog once more. Then you'll be questioned on the content. Also, you'll be asked to translate into Creole from English.

Mr. Jones: E msyeu. Bonjou. M ta vlé téléfonen. Ki koté m kap téléfonen isit?

Passerby: En ben, msyeu blan, ou kap téléfonen tou patou.

Mr. Jones: M pa konprann-ou, monchè.

Passerby: Ou kap téléfonen nan tout magazen-yo. Isit-mèm, kay Bata-a, ou kap téléfonen. Men pou pi su, si ou vlé fè youn ti maché, ou a téléfonen nan télégraf-la.

Mr. Jones: Ki koté télégraf-la yé?

Passerby: Li an fas ou. Ou ouè pi gro kay? Bon, sé télégraf-la.

Mr. Jones: Ou su m kap téléfonen la vré?

Passerby: Oui, msyeu blan, ou kap jouenn téléfòn nan télégraf-la.

Mr. Jones: Bon, m ap mandé-ou youn lòt sèvis. Ki koté m kap jouenn kamyonèt pou m alé Pétyonvil?

Passerby: Dévan-ou la. Lè ou sou koté galri Bata, ou nan ru dé Mirak; lè ou dévan-li, ou nan Gran ru. Sé la tout kamyonèt-yo viré.

Mr. Jones: M ouè. Mèsi anpil, monchè. Men, pou pran sigarèt-ou.

Passerby: Mèsi anpil. O révoua.

Comprehension Exercise:

1. Msyeu Jones an fas galri Bata?	Non, li an fas télégraf-la.
2. Msyeu Jones, li kap téléfonen nan tout magazen-yo?	Oui, li kap téléfonen tou patou.
3. Pou pi su, ki koté li kap téléfonen?	Pou pi su, li kap téléfonen nan télégraf-la.
4. Ki koté msyeu Jones kap jouenn youn téléfòn pou pi su?	Kap jouenn-li nan télégraf-la.
5. Li kap jouenn-li nan galri Bata tou?	Oui, li kap jouenn-li nan galri Bata tou.
6. Aisyen su msyeu Jones kap jouenn téléfòn la?	Oui, li kap jouenn téléfòn la vré.
7. L ap mandé-li youn lòt sèvis?	Oui, l ap mandé-li youn lòt sèvis.
8. Li kap jouenn kamyonèt nan tout magazen-yo?	Non, li pa kap jouenn kamyonèt nan magazen-yo.
9. Sé nan ru dé Mirak kamyonèt-yo monté?	Oui, sé nan ru dé Mirak kamyonèt-yo monté.
10. Msyeu Jones, li ta vlé alé Pòtoprens.	Non, li ta vlé alé Pétyonvil.
11. Ki koté msyeu Jones ta vlé alé?	Li ta vlé alé Pétyonvil.
12. Pou ki sa msyeu Jones ta vlé jouenn youn kamyonèt?	Li ta vlé alé Pétyonvil.
13. Gran ru dévan galri Bata?	Oui, li dévan-li.
14. Sé nan ru dé Mirak kamyonèt-yo monté?	Oui, sé la yo monté.

Translation Exercise:

1. Where can I make a call here?	Ki koté m kap téléfonen isit?
2. I don't understand you, madam.	M pa konprann-ou, madam.
3. But to make sure, you will go to the telegraph office.	Men, pou pi su, ou a téléfonen nan télégraf-la.
4. Are you sure I can find a telephone there?	Ou su m kap jouenn téléfòn la?
5. Well,may I ask another favor of you?	Bon, m ap mandé-ou youn lòt sèvis?
6. Where can I get a camionette to take me to Port-au-Prince?	Koté m kap jouenn kamyonèt pou m alé Pòtoprens?
7. Where is Grande rue?	Koté Gran ru-a yé?
8. There in front of you, on the left.	Dévan-ou la, a gòch.
9. All the camionettes turn there.	Sé la tout kamyonèt-yo viré.
10. Thanks very much; goodbye.	Mèsi anpil; o révoua.

Lesson 18 - GRAMMAR

A. Verb Particles

We have seen that in Creole verbs occur alone or are preceded by particles.

li monté	"he has gone up" or "he goes up"
l ap monté	"he is going up"

When a verb occurs alone, the time at which the action takes place is not marked specifically; we may call this the *timeless* form. *Li monté* means "he has started to go up in the past and is still going up." It is important to note that the beginning point of the action is the past and that it is continuing at the present time. The *timeless* form may also be used for actions whose starting point is in the present or in the future, but which will be followed by other actions:

Ou désann ru du Pèup. Ou a viré a gòch.
"You go down People's Street. You'll turn to the left."

Lè li sòti, ou a mandé li.
"When he goes out (has gone out), you'll ask him."

Thus, the *timeless* form is used for instructions:

Ou désann ru du Pèup.
"Go down People's Street."

Exercises (a)

Translation

1.	He has gone out (and is still out).	Li sòti.
2.	He has eaten.	Li manjé.
3.	She's sitting down (and has been for some time).	Li chita.
4.	They've arrived at the bank.	Yo rivé bank-la.
5.	They've gone down People's Street.	Yo désann ru du Pèup.
6.	Have you brought the tools?	Ou pòté zouti-yo?

7. Have you looked for Tijo?	Ou chèché Tijo?
8. Has she given you the letter?	Yo ba-ou lèt-la?
9. Have they given her the cigarettes?	Yo ba-li sigarèt-yo?
10. Go down Miracles Street.	Ou désann ru dé Mirak.
11. Turn to the right.	Ou viré a drouat.
12. Go down People's Street.	Ou désann ru du Peùp.

To indicate that an action has begun but is not yet completed, the *continuative* particle *ap* is used.

	l ap maché	"he's (in the process of) walking"
vs.	li maché	"he has walked (action started in the past but not continuing)" or "he walks (generic statement)"

Exercises (b)

Change to the *continuative*:

Li viré a drouat.	L ap viré a drouat.
Yo désann ru-a.	Y ap désann ru-a.
M mandé youn sèvis.	M ap mandé youn sèvis.
Nou fè youn ti viré.	N ap fè youn ti viré.
Ou pran sigarèt-yo?	Ou ap pran sigarèt-yo?

Note that before *alé* "to go" the continuative particle is *pr*.

li alé	"he goes, he has gone"	li pralé	"he's going"

Exercise (c)

Change to the timeless form:

Yo pralé kay-mouen.	Yo alé kay-mouen.
Li pralé an fas.	Li alé an fas.
M pralé Pétyonvil.	M alé Pétyonvil.
Ou pralé fè youn ti viré?	Ou alé fè youn ti viré?
Y ap mandé-ou youn sèvis.	Yo mandé-ou youn sèvis.
M ap ouè dé kamyonèt.	M ouè dé kamyonèt.
Ou ap téléfonen-li?	Ou téléfònen-li?
L ap voyé youn kab?	Li voyé youn kab?
N ap fè youn ti maché.	Nou fè youn ti maché.

The particle a indicates future action or mild command.

Ou a jouenn katédral-la.	"You'll see the cathedral."
Ou a viré a gòch.	"Turn to the left."

The particle ap may also indicate the near future.

M ap mandé-ou youn lòt sèvis.

"I'll ask you (let me ask you) for another favor."

However, note that in the example cited, the action may be viewed as related to the present. In this sense it is a continuing action. To mark an action as clearly future we must use a.

The short form of pronouns is used with the future particle a.

m a kenbé

l a pran

n a ouè

y a sòti

Ou is shortened to /w/.

Ou a pran.

Exercises (d)

Translation

He'll work here.	L a travay isit.
We'll look for the post office.	N a chèché lapòs.
He'll find his son.	L a jouenn pitit-li.
They'll take the cigarettes.	Y a pran sigarèt-yo.
Will you send a cable?	Ou a voyé youn kab?
You'll see the bank.	Ou a ouè bank-la.
The children will grow up.	Ti moun-yo a grandi.
They're walking down People's Street.	Y ap désann ru du Pèup.
She's gone out.	Li sòti.
Are you going to the market.	Ou pralé maché-a?

(e)

Change to the future:

Li chita kay-li.	L a chita kay-li.
Y ap fè youn ti maché.	Y a fè youn ti maché.
Ou pran ru dé Mirak-la.	Ou a pran ru dé Mirak-la.
Yo ouè katédral-la.	Y a ouè katédral-la.
Li pòté zouti-li?	L a pòté zouti-li?
M ap téléfonen nan télégraf-la.	M a téléfònen nan télégraf-la.

(f)

Change to the continuative:

M a voyé kab-la o Zétazuni.	M ap voyé kab-la o Zétazuni.
Li fè youn viré nan maché-a.	L ap fè youn viré nan maché-a.
N a mandé-ou.	N ap mandé-ou.
Ou ba-li lèt-la?	Ou ap ba-li lèt-la?
Yo jouenn maché Pétyonvil?	Y ap jouenn maché Pétyonvil?

(g)

Question - answer: affirmative.

Ou pralé nan télégraf-la?	Oui, m pralé télégraf-la.
Ou ap fè youn ti viré?	Oui, m ap fè youn ti viré.
Ou a téléfonen isit?	Oui, m a téléfonen isit.
Y a voyé youn kab o Zétazuni?	Oui, y a voyé youn kab o Zétazuni.
L ap monté nan Gran ru?	Oui, l ap monté nan Gran ru.
Ou ap chèché lapòs?	Oui, m ap chèché lapòs.

(h)

Question: answer.

Example: Question: Ki koté li pralé?
Cue: (lapòs)
Answer: Li pralé lapòs.

Ki koté yo pralé?	(Galri Bata)	Yo pralé Galri Bata.
Ki koté m a jouenn youn kamyonèt?	(an fas-ou)	Ou a jouenn youn kamyonèt an fas-ou.
Ki koté l ap pòté zouti-li?	(kay mouen)	L ap pòté zouti-li kay-mouen.
Ki koté ou a kontré bòs Alsé?	(nan ru dé Mirak)	M a kontré bòs Alsé nan ru dé Mirak.

(i)

Directed Questions:

1. Ask me what I'm doing now.	Sa ou ap fé kounyé-a?
2. Ask me where he'll wait.	Ki koté l a tann?
3. Ask me who's telephoning.	Ki moun k ap téléfonen?
4. Ask me if I'm going to the telegraph office.	Ou pralé nan télégraf-la?
5. Ask me if they will come.	Y a vini?
6. Ask me if komè Mari will send the letter.	Komè Mari a voyé lèt-la?

Summary

1. Action started in past and completed	timeless form (no particle)	li téléfonen
Habitual action	timeless form	li téléfonen
2. Action in process and continuing at moment of speech or future action related to present	ap + verb	l ap téléfonen
	pr + alé	li pralé
3. Future action not related to present	a + verb	l a téléfonen

Lesson 19 - PRONUNCIATION

A. The Vowel *u*

Compare the following pairs:

di	du
ri	ru

The second vowel of each pair is produced by starting from *i* and rounding the lips.

Identification Test 1

Identify the member of each pair which contains the vowel *u*. Check each pair with the key. If you make the correct identification, repeat the word containing the vowel *u* which will be given by the voice on the recording.

1.	li	lu	2	lu
2.	ru	ri	1	ru
3.	ni	nu	2	nu
4.	jou	ju	2	ju
5.	bou	bu	2	bu
6.	mu	mi	1	mu

Before we ask you to practice the vowel *u*, we should like to point out that many Haitian speakers replace it by *i*. In fact, the vowel *u* occurs in French and is used by speakers who have some knowledge of French. Although you need not pronounce *u* accurately yourself, and you may replace it by *i*, you should be able to identify that vowel.

Repeat.

ru	du	nu	ju	pèdu
pouentu	buro	kudsak	Étazuni	ru du Pak

Read: o Zétazuni

ru du Pak

Ki koté buro kab-la yé?

Li nan ru dé Mirak.

B. The Vowels eu and èu

Some speakers of Creole have, in addition to u, two other vowels which occur in the speech of French speakers: eu and èu. These two vowels are often replaced by é and è respectively.

Identification Test 2

Identify the member of each pair which contains the vowel eu or the vowel èu.

1.	deu	dé	1	deu
2.	ké	keu	2	keu
3.	pèp	pèup	2	pèup
4.	nèuf	nèf	1	nèuf
5.	sé	seu	2	seu
6.	msyé	msyeu	2	msyeu
7.	lèu	lè	1	lèu

Read:

leu deu Pèup sèul beuzouen

paskeu du feu revandèuz reuseuvoua

ru du Magazen deu Léta

Note that the vowels u, eu, and èu are usually used, even by Haitians who know French well, only in words borrowed recently from French. They would also be used in the word ru "street" and the names (place names, names of streets, names of persons). We shall use these three vowels only in such words; elsewhere, we shall use the vowels i, é and è respectively. For instance, we write "God" Dyé rather than Dyeu and "fire" as difé rather than dufeu. Remember that you will hear Creole speakers say ri instead of ru or ri di Pèp instead of ru du Pèup. Needless to say, you may do likewise.

C. Representation of Creole Vowels

i(u)	ou	en		on
é(eu)	o			
è(eù)	ò		an	

Read aloud. Be sure to maintain a 1-2 rhythm.

Bonjou mirak anpil konnen monchè viré

sòti kréòl fransé kenbé tonton Dyé vlé

Dictation.

Write down the numbers from one to ten.

First copy the number for "one".

youn

Now write and read aloud after you have written each number.

youn dé troua kat senk

sis sèt uit nèf dis

Now read aloud the numbers you have written.

youn dé troua kat senk

sis sèt uit nèf dis

Let us now review words ending in a nasal vowel plus n or m.

Repeat:

tann pann jouenn chenn

réponn madam désann dé chenn

Read aloud: M pa konprann.

Sé madam-mouen.

Li pa kap jouenn.

Fo-ou réponn.

Remember that any vowel immediately followed by n or m may be nasalized.

Listen and repeat.

kamyon kamyonèt téléfònen ménen

Read aloud.

kamyon konnen bonnè ménen

proménen téléfònen kamyonèt

Dictation

1. M ta vlé téléfonen.
2. Ki koté lapòs yé?
3. L ap monté ru du Pèup.
4. Sa ou a fè isit?
5. Bòs Alsé pa vlé voyé kab-la.

Read the dialogs of Units III and IV. Read sentence by sentence and compare with the native model which will follow. Repeat each sentence until you are able to read it accurately and fluently. Review Lessons 9 and 13 to be sure you know the meaning of each sentence.

Alsé: Konpè Toma, ba-m nouvèl-ou.

Toma: Sa pa pi mal, non!

Alsé: Ou déyò bonnè, oui!

Toma: Oui, monchè. M pralé kay komè Anita.

Alsé: Sa ki genyen?

Toma: Anyen, bòs Alsé. M pralé fè youn ti travay pou komè-a.

* * * * * * * * *

Alsé: Ki sa ou pòté anba bra-ou-la?

Toma: Zouti-mouen.

Alsé: Ou pralé fè youn gro travay?

Toma: O, oui, monchè. É ou-mèm, koté ou pralé?

Alsé: M pralé lavil.

Toma: En ben, bon kouraj, bòs.

Alsé: Mèsi, n a ouè.

Toma: Si Dyé vlé.

Mr. Jones: É msyeu. Bonjou.

Passerby: Bonjou, msyeu. Sa m kap fè pou-ou?

Mr. Jones: M ta vlé voyé youn kab o Zétazuni.

Passerby: An, ou ta vlé voyé youn kab o Zétazuni.

Mr. Jones: Oui, m ta vlé voyé kab-la kounyé-a.

Passerby: Buro kab-la nan ru dé Mirak.

Mr. Jones: Ki koté ru dé Mirak-la yé?

Passerby: Ou pran ru du Pèup-la tou drouat ...

Mr. Jones: Ru sa-a mèm?

Passerby: Oui, sé li-mèm. Lè ou jouenn ru dé Mirak, ou viré a drouat.

Mr. Jones: Oui, m viré a drouat ru dé Mirak ...

Passerby: Ou désann nèt jus ou rivé nan buro kab-la. Li maké "R.C.A. Communications". Li an fas Bank Kanada.

Mr. Jones: Buro-a a gòch ou a drouat?

Passerby: Li a drouat. Bank Kanada a gòch.

Mr. Jones: Bon, mèsi anpil.

Lesson 20 - COMPREHENSION PRACTICE

Remember that in the preceding Unit, Unit IV, we left Mr. Jones, the American missionary, in front of the R.C.A. Communications office. Across the street from the R.C.A. Communications office is the Bank of Canada. After sending his cable to the United States, Mr. Jones crosses the street and goes to the bank. Listen to the following conversation in which Mr. Jones discusses with a Haitian passerby bank hours in Port-au-Prince.

Mr. Jones: Bonjou, msyeu. Kouman, bank-la fèmen déja?

Passerby: Oui, msyeu. Li fèmen.

Mr. Jones: Ki lèu li fèmen?

Passerby: Li fèmen a un èu, msyeu.

Mr. Jones: Nan pouen lòt bank m kap alé kounyé-a?

Passerby: M régrèt sa, pou lè sa-a, tout bank fèmen.

Mr. Jones: Ki lèu li yé?

Passerby: Gadé nan lòlòj Bank Nasyonal-la. Li déja deuz èu.

Mr. Jones: O, o. Deuz èu? Li ta kon sa?

Passerby: Ou a tounen démen.

Mr. Jones: Ki lè bank-yo ouvri é ki lè yo fèmen?

Passerby: Yo ouvri a neuv èu du maten é yo fèmen a un èu d laprèmidi.

Mr. Jones: Bon, mèsi anpil monchè. M a tounen démen maten.
Ki jan pou m fè pou m alé Pétyonvil?

Passerby: Sé fasil. Ou nan ru dé Mirak.

Mr. Jones: Oui?

Passerby: Monté ru dé Mirak. Lè ou rivé sou Gran ru, ou ap jouenn kamyonèt ki ap fè lign Pétyonvil.

1. **Ask where the Bank of Canada is.** Ki koté Bank Kanada yé? (2)

   Say that it's across the street from me. Li an fas-ou. (2)

2. Here's the word for "open", "to open". ouvri (2)

   Ask whether the bank (a particular one) is open.

   Bank-la ouvri? (2)

   Now listen to Mr. Jones' first words in the comprehension dialog.

   Bonjou, msyeu. Kouman, bank-la fèmen déja? (2)

   Is he asking whether the bank is open or closed already?

   Whether the bank is closed.

3. Which word means "closed", "to close"? fèmen/ouvri (2)

   The first one.

   Now, ask whether the bank is closed. Bank-la fèmen? (2)

   Say that the bank is closed. Bank-la fèmen. (2)

4. Listen to Mr. Jones' second question. Ki lèu li fèmen?

   What is the probable meaning of "ki lèu"?

   Right; it means "when" or "what time".

   Ask what time it closes. Ki lèu li fèmen? (2)

   Ask what time the bank closes. Ki lèu bank-la fèmen? (2)

5. Listen to the passerby's reply. Li fèmen a un èu, msyeu. (2)

   Compare. youn/un (2)

   These are two variants of the number one. The second occurs before time expressions. Listen and repeat:

		... un èu (2)
	Say "at one o'clock".	a un èu (2)
	Listen:	Bank-la fèmen a deuz èu, msyeu. (2)
6.	Ask what time the post office closes.	Ki lèu lapòs fèmen? (2)
	Now listen to the reply.	Li fèmen a siz èu, msyeu.
	What time did the voice say?	
	Six o'clock.	
7.	Compare and repeat.	... deu ru/deuz èu
		... troua ru/trouaz èu
	What differences do you hear in the form for "two" and "three" before the word for "hour"?	
	The presence of a /z/ sound. Compare again.	deu ru/deuz èu
		troua ru/trouaz èu
8.	Do you remember how to say "one o'clock"?	un èu (2)
	Now ask whether the bank closes at one o'clock.	Bank-la fèmen a un èu? (2)
	Ask whether the telegraph office opens at two o'clock.	Télégraf-la ouvri a deuz èu? (2)
	Say that the office opens at three o'clock.	Buro-a ouvri a trouaz èu.
9.	Now listen to the beginning of the dialog. You will be asked questions in Creole.	

Mr. Jones: Bonjou, msyeu. Kouman, bank-la fèmen déja?

Passerby: Oui, msyeu. Li fèmen.

Mr. Jones: Ki leù li fèmen?

Passerby: Li fèmen a un eù, msyeu.

Now the questions.

Bank Kanada ouvri kounyé-a?	Non, li fèmen.
Li fèmen déja?	Oui, li fèmen déja.
Ki leù li fèmen?	Li fèmen a un eù.
Bank-la ouvri Kounyé-a?	Non, li pa ouvri.
Bank-la fèmen a trouaz eù?	Non, li fèmen a un eù.

10. Now listen to the second part of the dialog.

Mr. Jones: Nan pouen lòt bank m kap alé kounyé-a?

Passerby: M régrèt sa, pou lè sa-a, tout bank fèmen.

Mr. Jones: Ki leù li yé?

Passerby: Gadé nan lòlòj Bank Nasyonal-la. Li déja deuz eù.

Mr. Jones: O, o. Deùz eù? Li ta kon sa?

Passerby: Ou a tounen démen.

11. Here's how to say "another bank".	... lòt bank (2)
Do you remember how to say "You can go to another bank."	
	Ou kap alé nan lòt bank.(2)
Listen to Mr. Jones' question.	Nan pouen lòt bank m kap alé kounyé-a?

He's saying, "Isn't there another bank I can go to?" Listen again and repeat.	... Nan pouen lòt bank m kap alé kounyé-a?
12. Say "You can go to another bank."	Ou kap alé nan lòt bank.(2)
Ask whether you can go to another bank now.	M kap alé nan lòt bank kounyé-a? (2)
Compare and repeat.	... M kap alé nan lòt bank?/Nan pouen lòt bank m kap alé?
The second sentence means "Isn't there another bank that I can go to?"	
13. Ask whether there isn't another bank you can go to.	Nan pouen lòt bank m kap alé? (2)
Now ask whether there isn't another house where you (you and someone else) can go.	Nan pouen lòt kay nou kap alé? (2)
14. Here's the passerby's reply.	M régrèt sa. Pou lèu sa-a, tout bank fèmen.
Here's how to say "at this time". Repeat.	... pou lèu sa-a (2)
Say that all the banks are closed.	Tout bank fèmen. (2)
Ask whether all the banks are closed now.	Tout bank fèmen kounyé-a?(2)
Say that at this time all the banks are closed.	Pou lèu sa-a, tout bank-yo fèmen. (2)
15. Mr. Jones asks what time it is. Repeat.	... Ki lèu li yé?

Ask me what time the banks open.	Ki leù bank-yo ouvri? (2)
Ask me what time the telegraph office closes.	Ki leù télégraf fèmen? (2)

17. The passerby directs Mr. Jones' attention to the clock on the National Bank.

Gadé nan lòlòj Bank Nasyonal-la.

Now he tells Mr. Jones what time it is. Repeat.

... Li déja deuz eù. (2)

Turn to the Workbook and say what time is shown by each of the clock faces that are drawn. The number of the clock face will be given and the confirmation will be provided after a short pause for your reply.

1. Li un eù.
2. Li sèt eù.
3. Li uit eù.
4. Li trouaz eù.
5. Li deuz eù.

18. Now turn to the next set of clock faces and repeat after the voice on the tape.

1. ... Li katr eù.
2. ... Li senk eù.
3. ... Li siz eù.
4. ... Li diz eù.
5. ... Li neùv eù.
6. ... Li onz eù.
7. ... Li midi.

19. Do you remember how to count from one to ten?	Start.
	youn,dé, troua, kat, senk, sis, sèt, uit, nèf; dis
20. Mr. Jones is surprised and he exclaims:	... O, o. Deuz èu?
Say, "What, five o'clock?"	O, o. Senk èu? (2)
Say, "What, nine o'clock?"	O, o. Nèuv èu?
Ask whether it's noon now.	Li midi kounyé-a? (2)
21. Here's how to say "It's late."	... Li ta. (2)
Say "It's as late as that?"	Li ta kon sa? (2)
Here's how to say "early".	... bonnèu (2)
Ask whether the banks close early.	Bank-yo fèmen bonnèu (2)
22. Here's the word for "to return".	... tounen (2)
Compare and repeat.	... Ou a tounen démen./Ou tounen démen.
The first sentence contains the future particle a.	
Repeat only the sentence which contains the future particle.	
	Ou tounen démen./Ou a tounen démen. (2)
You should have repeated the second sentence.	
23. Ask whether you can return tomorrow.	M kap tounen démen? (2)
Now ask whether you can return later.	M kap tounen pi ta? (2)

24. Listen to the second part of the dialog and answer the questions in Creole that follow.

Mr. Jones:	Nan pouen lòt bank m kap alé kounyé-a?
Passerby:	M régrèt sa, pou lèu sa-a, tout bank fèmen.
Mr. Jones:	Ki lèu li yé?
Passerby:	Gadé nan lòlòj Nasyonal-la. Li déja deuz eù.
Mr. Jones:	O, o. Deuz eù? Li ta kon sa?
Passerby:	Ou a tounen démen.

Now the questions.

Msyeu Jones kap alé nan lòt bank?	Non, li pa kap alé nan lòt bank.
Tout bank fèmen?	Oui, tout bank fèmen.
Bank Nasyonal ouvri kounyé-a?	Non, li fèmen tou kounyé-a.
Ki lèu li yé?	Li deuz eù.
Li ta kon sa?	Oui, li ta kon sa.
Sa msyeu Jones kap fè alò?	L a tounen démen.

25. Listen to the third part of the dialog.

Mr. Jones:	Ki lèu bank-yo ouvri é ki lèu yo fèmen?
Passerby:	Yo ouvri a nèuv eù du maten é yo fèmen a un eù d laprèmidi.
Mr. Jones:	Bon, mèsi anpil, monchè. M a tounen démen maten.

26. Ask at what time the banks close.	Ki lèu bank-yo fèmen? (2)
Now ask at what time they open.	Ki lèu yo ouvri? (2)
Listen to Mr. Jones' question. Repeat.	... Ki lèu bank-yo ouvri é ki lèu yo fèmen?

27. Here's the reply. — Yo ouvri a nèuv èu du maten é yo fèmen a un èu d laprèmidi. (2)

Say in Creole the hours at which banks open and close.

nèuv èu; un èu

28. Repeat. — ... nèuv èu du maten (2)

Say that the banks open at nine in the morning.

Bank-yo ouvri a nèuv èu du maten. (2)

Ask whether the banks open at eight in the morning.

Bank-yo ouvri a uit èu du maten? (2)

Ask me whether I'll telephone at noon. — Ou a téléfonen a midi? (2)

29. Repeat. — ... laprèmidi (2)

... a un èu d laprèmidi (2)

Say that banks open at one in the afternoon. — Bank-yo fèmen a un èu d laprèmidi. (2)

Ask whether the post office closes at four o'clock in the afternoon.

Lapòs fèmen a katr èu d laprèmidi? (2)

30. Ask whether it's three in the afternoon. — Li trouaz èu d laprèmidi?(2)

Now tell me it's noon now. — Li midi kounyé-a. (2)

31. Say that you'll return tomorrow. — M a tounen démen. (2)

Ask me whether I'll return tomorrow morning. — Ou a tounen démen maten? (2)

Say that the bank opens tomorrow at nine in the morning.	Bank-la ouvri démen maten a nèuv èu.

32. Listen to the third part of the dialog.

Mr. Jones: Ki leù bank-yo ouvri é ki leù yo fèmen?

Passerby: Yo ouvri a nèuv èu du maten é yo fèmen a un èu d laprèmidi.

Mr. Jones: Bon, mèsi anpil, monchè.

Now answer the following questions.

Ki leù bank-yo ouvri?	Yo ouvri a nèuv èu du maten.
Ki leu yo fèmen?	Yo fèmen a deuz èu d laprèmidi.
Bank Kanada fèmen a deuz èu d laprèmidi tou?	Oui, li fèmen a deuz èu d laprèmidi tou.
Sa msyeu Jones a fè?	L a tounen démen maten.

33. Now Mr. Jones wants to get to Pétionville. Listen to his last exchange with the passerby.

Mr. Jones: Ki jan pou m fè pou m alé Pétyonvil?

Passerby: Sé fasil. Ou nan ru dé Mirak.

Mr. Jones: Oui?

Passerby: Monté ru dé Mirak. Leù ou rivé sou Gran ru, ou ap jouenn kamyonèt ki ap fè lign Pétyonvil.

34. Note how Mr. Jones says "how".	Ki jan pou m fè pou alé Pétyonvil? (2)
Say "how" in Creole	ki jan (2)

Compare and repeat.	... m fè/pou m fè
Repeat the phrase that means "for me to do".	
You should have repeated the second phrase.	
35. Say "What should I do?" or literally "how for me to do".	Ki jan pou m fè? (2)
Ask what you should do now.	Ki jan pou m fè kounyé-a? (2)
Ask what they should do now.	Ki jan pou yo fè kounyé-a? (2)
36. Say that you have gone to Pétionville.	M alé Pétyonvil. (2)
Do you remember how to say "He's going to Pétionville"?	Li prelé Pétyonvil. (2)
Say "for me to go to Pétionville".	pou m alé Pétyonvil (2)
Now say "for you to go to Pétionville".	pou ou alé Pétyonvil (2)
You are now ready to ask how you can get to Pétionville.	Ki jan pou m fè pou m alé Pétyonvil? (2)
Now ask how you can get to the city hall.	Ki jan pou m fè pou m alé lakomin? (2)
37. Listen to the passerby's instructions.	Sé fasil. Ou nan ru dé Mirak. Monté ru dé Mirak. Lèu ou rivé sou Gran ru, ou ap jouenn kamyonèt ki ap fè lign Pétyonvil.

Turn to the workbook and answer the written questions that appear on page 77.

5.44

38. Answer the following questions in Creole.

Ki jan pou msyeu Jones fè pou li alé Pétionville?	L a jouenn kamyonèt ki ap fè lign Pétyonvil.
Ki koté msyeu Jones yé kounyé-a?	Li nan ru dé Mirak.
Fo-li monté ru dé Mirak?	Oui, fo-li monté ru dé Mirak.
Ki koté l a jouenn kamyonèt ki ap fè lign Pétyonvil?	Nan ru dé Mirak, leù li rivé sou Gran ru.
L a jouenn youn taksi?	Non, l a jouenn youn kamyonèt.

Now some review questions.

Bank Kanada ouvri?	Non, li fèmen.
Ki leù li yé?	Li deuz eù.
Ki leù tout bank-yo fèmen?	Yo fèmen un eù.
Li déja deuz eù?	Oui, li déja deuz eù.
Ki leù bank-yo ouvri?	Yo ouvri nèuf eù du maten.
E ki leù yo fèmen?	Yo fèmen a un eù d laprèmidi.

39. Turn to your workbook and read the comprehension dialog aloud. The English translation appears on the next page.

Lesson 21 - DIALOG

A. Dialog for Comprehension

MacDonald is an American journalist. He's on his way to the city of Cape Haitian. He's driving a car which he rented from Avis in Port-au-Prince. He's just passed Gonaïves, but he's not sure of the route to take to Cape Haitian. He sees another car coming; he wants to ask the driver for information. He signals him to stop. Listen.

Makdonal: Hé stop!

Loui: Bonjou. Ki sa ou beuzouen?

Makdonal: Monchè, m rélé Makdonal. È ou, kouman ou rélé?

Loui: M rélé Loui, m byen kontan fè konésans-ou. Ki sa ki rivé-ou?

Makdonal: Anyen, monchè. M pralé O Kap, m bliyé-rout-la.

Loui: A, bon, m konprann. Ou sou rout-la. Kontinué tou drouat. Kou ou fè koub-la, ou ap jouenn Plézans.

Makdonal: A propo, ki bò m a jouenn youn koté pou mouen manjé, paskeu mouen grangou?

Loui: Ou a jouenn youn réstoran nan Plézans-mèm tou pré légliz katolik-la.

Makdonal: Ou té manjé la déja?

Loui: Oui, m té manjé la déja. Yo fè bon manjé.

Makdonal: Ki bò ou sòti la-a?

Loui: M sòti O Kap.

Makdonal: O Kap louen ak isit?

Loui: Li pa tro louen.

6.1

Makdonal: Konbé kilomèt kon sa?

Loui: Kité m ouè. Aprè Plézans, sé senkant kilomèt ki rété pou rivé O Kap.

Makdonal: Mèsi anpil, Loui monche.

Loui: Deu ryen, monchè Makdonal; bon vouayaj.

Listen again. This time the English equivalents will be provided.

Makdonal:	Hé stop!	Hey, stop!
Loui:	Bonjou. Ki sa ou beuzouen?	Hello. What do you need?
Makdonal:	Monchè, m rélé Makdonal. É ou, kouman ou rélé?	Old man, my name is MacDonald. And you, what's your name?
Loui:	M rélé Loui, m byen kontan fè konésans-ou. Ki sa ki rivé-ou?	My name is Loui, I am very happy to meet you. What has happened to you?
Makdonal:	Anyen, monchè. M pralé O Kap, m bliyé rout-la.	Nothing, old fellow. I'm going to O Kap, I've forgotten the road.
Loui:	A, bon, m konprann. Ou sou rout-la. Kontinué tou drouat. Kou ou fè koub-la, ou ap jouenn Plézans.	Ah, well, I understand. You're on the road. Keep going straight ahead. When you pass the curve, you'll reach Plaisance.

Makdonal:	A propo, ki bò m a jouenn youn koté pou mouen manjé, paskeu mouen grangou?	By the way, where can I find a place to eat, because I'm hungry?
Loui:	Ou a jouenn youn réstoran nan Plézans-mèm tou pré légliz katolik-la.	You will find a restaurant in Plaisance itself, very near the Catholic church.
Makdonal:	Ou té manjé la déja?	Have you ever eaten there?
Loui:	Oui, m té manjé la déja. Yo fè bon manjé.	Yes, I have eaten there before. They have good food.

Makdonal:	Ki bò ou sòti la-a?	Where are you coming from?
Loui:	M sòti O Kap.	I'm coming from Cape Haitian.
Makdonal:	O Kap louen ak isit?	Is Cape Haitian far from here?
Loui:	Li pa tro louen.	It's not too far.
Makdonal:	Konbé kilomèt kon sa?	How many kilometers is it?
Loui:	Kité m ouè. Aprè Plézans, sé senkant kilomèt ki rété pou rivé O Kap.	Let me see. After Plaisance, it's fifty kilometers till you get to Cape Haitian.
Makdonal:	Mèsi anpil, Loui monchè.	Thanks very much, Loui old fellow.
Loui:	Deu ryen, monchè Makdonal; bon vouayaj.	You're welcome, MacDonald, old man; have a good trip.

Now let's learn the dialog. Try to imitate the Haitian speaker on the tape as you repeat.

1. Mr. MacDonald signals to the oncoming car to stop and he shouts:

   Hé stop! (2)

   If you were in this situation, what would you say?

   Hé stop! (2)

2. As the car stops, the driver gets out of the car and says "Hello, what do you need?

   ... Bonjou. Ki sa ou beuzouen? (2)

You remember how to say "what".	ki sa (2)
Here's the word for "need".	... beuzouen (2)
Now say that you need some tools.	M beuzouen kèk zouti. (2)
Ask someone what he needs.	Ki sa ou beuzouen? (2)

3. MacDonald introduces himself. ... M rélé Makdonal; é ou, kouman ou rélé? (2)

Imagine that you are at konpè Chal and komè Anita's house. You introduce yourself and ask konpè Chal his name.

First introduce yourself.	M rélé __________.
Now ask the man his name.	É ou, kouman ou rélé?
He replies "Mouen rélé Chal."	
Ask him his wife's name.	É madam-ou, kouman li rélé? (2)
He replies "Li rélé Anita."	
Imagine that you're MacDonald. Introduce yourself.	
	M rélé Makdonal. (2)

4. The driver replies, "My name is Loui. I'm very happy to meet you."

	... M rélé Loui, m byen kontan fè konésans-ou. (2)
Now take Loui's part and say "My name is Loui. What do you need?"	
	M rélé Loui, ki sa ou beuzouen? (2)

You will hear the voices of the characters of this dialog, and you will be asked to identify them.

Hé stop!	
Kouman li rélé?	Li rélé Makdonal. (2)
Bonjou. Ki sa ou beuzouen?	
Kouman li rélé?	Li rélé Loui. (2)

5.	Here's how to say "happy".	... kontan (2)
	Say "I'm happy."	M kontan. (2)
	Here's the word for "very".	... byen (2)
	Can you say "We're very happy"?	Nou byen kontan. (2)

Ask me whether I'm happy.

Ou kontan? (2)

6. In Creole, to say "to meet someone", they say "to make someone's acquaintance."

... fè konésans (2)

"to make your acquaintance":

... fè konésans-ou (2)

You say "to make her acquaintance".

fè konésans-li (2)

Now try to say "I'm very happy to meet her."

M byen kontan fè konésans-li. (2)

7. Imagine again that you are at konpè Chal's house. He will introduce you to his wife. Make the appropriate polite comment after the introduction.

Konpè Chal: Sé madam-mouen, Anita. (2)

M byen kontan fè konésans-ou, madam. (2)

8. Getting back to MacDonald and the driver, take Loui's part and answer MacDonald.

Monchè, m rélé Makdonal; é ou, kouman ou rélé?

M rélé Loui. (2)

Say that you're pleased to make my acquaintance.

M byen kontan fè konésans-ou.(2)

Ask me what I need.

Ki sa ou beuzouen? (2)

9. Loui asks MacDonald what has happened to him.

... Ki sa ki rivé-ou? (2)

The word for "to happen" is the same as the word for "to arrive". Say "to happen".

rivé (2)

Here Loui says "What is it which happened to you?" Listen for the word for "which".

... Ki sa ki rivé-ou?

Here again is the word for "which" or "that".

... ki (2)

Say "That's what happened to me". Sé sa ki rivé-mouen.

Say "what". ki sa (2)

Now you can ask "What has happened to you?"

Ki sa ki rivé-ou? (2)

10. MacDonald answers, "Nothing, old fellow." You should be able to say that.

Anyen, monchè. (2)

Do you remember how to say that you are happy to meet me?

M byen kontan fè konésans-ou. (2)

Answer Loui's question about what happened to you.

Ki sa ki rivé-ou? Anyen, monchè.

Ask me what happened to me. Ki sa ki rivé-ou? (2)

11. MacDonald explains why he has flagged Loui down. He says "I'm going to O Kap. I've forgotten the way."

... M pralé O Kap. M bliyé rout-la. (2)

O Kap (Cape Haitian) is Haiti's largest city. It is located in the north of the country.

Say that you're going to Cape Haitian. M pralé O Kap. (2)

Say that you've arrived in Cape Haitian. M rivé O Kap. (2)

12. Here's the word for "to forget". ... bliyé (2)

Say "They forgot the letter." Yo bliyé lèt-la. (2)

Here's the word for "road" or "route". ... rout (2)

Do you remember the phrase "on the way"? an rout (2)

Now do you remember how to say "He turned to the left"?

Li viré a gòch.

Say "On the way, he forgot to turn." An rout, li bliyé viré. (2)

13. Say that you've forgotten the road. M bliyé rout-la. (2)

Tell someone that you're going to Pétionville and that you have forgotten the road.

M pralé Pétyonvil, m bliyé rout-la. (2)

14. Which one of these sentences means "What do you need?"

Ki sa ki rivé-ou?/Ki sa ou beuzouen? (2)

The second is correct. What does the other mean?

"What happened to you?"

Do you remember how to say "I have nothing"?

M genyen anyen. (2)

15. Listen to these sentences and decide which one means "What's your name?"

Ki jan ou yé?/Kouman ou rélé? (2)

The second is correct. What does the first mean?

"How are you?"

16. Take MacDonald's part and answer Loui's question. Explain fully.

Ki sa ki rivé-ou?	Anyen, monchè. M pralé O Kap. M bliyé rout-la. (2)

17. Loui says he understands. ... A bon, m konprann. (2)

What would he have said if he didn't understand?	
	M pa konprann. (2)
What would he have said if Makdonal were speaking too fast?	
	Rété, ou alé tro vit. (2)

18. Loui explains how to get to O Kap. He says, "You're on the road", that is, "You're going the right way." "Continue straight ahead."

	... Ou sou rout-la. Kontinué tou drouat. (2)
You remember how to say "the road".	... rout-la (2)
Here's how to say "on the road".	... sou rout-la (2)
Now say "I'm on the road."	M sou rout-la. (2)
Ask me if you're going the right way.	M sou rout-la? (2)

19. Here's the word for "to continue". ... kontinué (2)

Say "He continues."	Li kontinué. (2)
You already know how to say "straight ahead."	
	tou drouat (2)
Tell me to continue straight ahead.	Kontinué tou drouat. (2)
Ask me whether you should continue straight ahead.	
	Fo-m kontinué tou drouat?

20. Now say "You're not on the road. Turn left."	Ou pa sou rout-la. Viré a gòch. (2)
Can you say "I've forgotten the road"?	M bliyé rout-la. (2)
Say "Continue to the left."	Kontinué a gòch. (2)
21. Which of these sentences means "Continue straight ahead"?	Kontinué a drouat./Kontinué tou drouat. (2)
The second is correct.	
Tell me I'm on the road. Tell me to continue straight ahead.	Ou sou rout-la. Kontinué tou drouat.
22. Loui gives more directions. He says "When you pass the curve, you'll reach Plaisance."	... Kou ou fè koub-la, ou ap jouenn Plézans. (2)
Here's the new word for "when".	... kou (2)
What's the other word for "when"?	ki leù (2)
Here's the word for "curve".	... koub (2)
Give the plural for "curve".	koub-yo (2)
Now ask where the curve is.	Ki koté koub-la yé? (2)
23. Say "when you make the curve". Use the new word for "when".	kou ou fè koub-la (2)
Say "when you arrive in O Kap".	kou ou rivé O Kap (2)

Say "when you reach Plaisance".

kou ou jouenn Plézans (2)

24. Listen to Loui's directions again.

Kou ou fè koub-la, ou ap jouenn Plézans. (2)

Now take Loui's part and say that when you pass the curve, you'll reach Plaisance.

Kou ou fè koub-la, ou ap jouenn Plézans. (2)

25. Now take both parts. You will be given prompts to help you.

(MacDonald says he's going to O Kap. He has forgotten the road.)

M pralé O Kap. M bliyé rout-la.

(Loui says he understands. He explains that MacDonald is on the road. He should keep on going straight.)

M konprann. Ou sou rout-la. Kontinué tou drouat.

(Loui explains that when he makes the turn, he will find Plaisance.

Kou ou fè koub-la, ou ap jouenn Plézans.

26. Let's review the dialog. Listen again.

Makdonal: Hé stop!

Loui: Bonjou. Ki sa ou beuzouen?

Makdonal: Monchè, m rélé Makdonal. É ou, kouman ou rélé?

Loui: M rélé Loui, m byen kontan fè konésans-ou. Ki sa ki rivé-ou?

Makdonal: Anyen, monchè. M pralé O Kap, m bliyé rout-la.

Loui: A, bon, m konprann. Ou sou rout-la. Kontinué tou drouat. Kou ou fè koub-la, ou ap jouenn Plézans.

Now answer the following questions.

1. Kouman amériken-an rélé?	Li rélé Makdonal.
2. Kouman aisyen-an rélé?	Li rélé Loui.
3. Ki sa ki rivé msyeu Makdonal?	Li bliyé rout pou alé O Kap.
4. Msyeu Makdonal ta vlé alé Pòtoprens?	Non, li ta vlé alé O Kap.
5. Sa msyeu Makdonal a jouenn lè li fè koub-la?	Li a jouenn Plézans.

Turn to your workbook and write out in Creole the answer to the questions which appear on page 81 . Check the accuracy of your spelling and the suitability of your answer with the key which is provided.

27. Now that you know the first part of the dialog, listen to the second part.

Makdonal: A propo, ki bò m a jouenn youn koté pou mouen manjé, paskeu mouen grangou.

Loui: Ou a jouenn réstoran nan Plézans-mèm tou pré légliz katolik-la.

Makdonal: Ou té manjé la déja?

Loui: Oui, m té manjé la déja. Yo fè bon manjé.

28. MacDonald wants to get more information from the driver. Do you remember how to ask politely for another favor?

M ap mandé-ou youn lòt sèvis? (2)

Instead of this, MacDonald says "by the way".

... a propo (2)

MacDonald wants to find a place to eat because he's hungry. Listen only.

A propo, ki bò m a jouenn youn koté pou mouen manjé paskeu mouen grangou? (2)

29.	Say "by the way".	a propo
	Say "where".	ki koté (2)
	Here's another way to say "where".	... ki bò (2)
	Compare.	... ki koté/ki bò
	Ask where Plaisance is. Use the new word for "where".	Ki bò Plézans yé? (2)
	As you would expect, the word for "place" is:	... koté (2)
	Can you say "a place"?	youn koté (2)
	Now you are ready to ask where you can find a place. Use the new word for "where".	Ki bò m a jouenn youn koté? (2)
30.	Here's another word: "to eat":	... manjé (2)
	Now say "By the way, where will I find a place to eat?"	A propo, ki bò m a jouenn youn koté pou mouen manjé? (2)
31.	"to be hungry":	... grangou (2)
	Listen to the following two words. Repeat the one which means "to be hungry".	grangou/ paskeu (2)
	You should have repeated the first word. The second word means "because".	
	Now say "because".	paskeu (2)
	Ask me if I'm hungry.	Ou grangou? (2)
	Say that you have not eaten.	Mouen pa manjé. (2)

Now say that you're hungry because you haven't eaten.

Mouen grangou paskeu mouen pa manjé. (2)

32. Now ask "By the way, where will I find a place for me to eat because I am hungry?"

A propo, ki bò m a jouenn youn koté pou mouen manjé paskeu mouen grangou? (2)

Change that sentence to the plural. Say "By the way, where can we find a place for us to eat because we are hungry?"

A propo, ki bò n a jouenn youn koté pou nou manjé paskeu nou grangou? (2)

33. Loui says that he will find a restaurant in Plaisance very near the Catholic church.

... Ou a jouenn youn réstoran nan Plézans-mèm tou pré légliz katolik-la. (2)

Repeat the word for restaurant.	... réstoran (2)
Say "You'll find a restaurant."	Ou a jouenn youn réstoran. (2)
"near":	... pré (2)
"very near":	... tou pré (2)

Now say "They will find a restaurant very near."

Yo a jouenn réstoran tou pré.(2)

34. Do you remember how to say "By the way, where is there a place for me to eat?"

A propo, ki bò pou m jouenn youn koté pou mouen manjé? (2)

Ask whether the restaurant is very near.	Réstoran-an tou pré? (2)
Ask whether you can find a restaurant nearby.	M kap jouenn youn réstoran tou pré? (2)
35. "church":	... légliz (2)
Say "a big church".	youn gro légliz (2)
"Catholic":	... katolik (2)
36. Say "the Catholic church".	légliz katolik-la (2)
Here's the name of the town where the restaurant is located.	... Plézans (2)
Say that you are in Plaisance.	M nan Plézans.
"very near the Catholic church":	tou pré légliz katolik-la (2)
Ask me whether I'm in Plézans very near the Catholic church.	Ou nan Plézans tou pré légliz katolik-la? (2)
37. Do you remember the emphatic word?	... mèm (2)
Say "in Plaisance itself".	nan Plézans-mèm
Ask me whether the telephone is here.	Sé isit-mèm téléfòn yé? (2)
Tell me that the restaurant is in Plaisance itself.	Réstoran-an nan Plézans-mèm. (2)
Now you are ready to tell me that I'll find the restaurant in Plaisance itself, very near the Catholic church.	Ou a jouenn réstoran-an nan Plézans-mèm, tou pré légliz katolik-la. (2)

38. MacDonald asks Loui if he has ever eaten there.

... Ou té manjé la déja? (2)

Here is the word to show that the action is in the past (unrelated to the present).

... té (2)

"You have eaten." Ou té manjé. (2)

Now you say "We have eaten there." Nou té manjé la. (2)

"ever" or "already": ... déja (2)

Ask me whether I've ever eaten there. Ou té manjé la déja? (2)

39. Loui replies that he has eaten there before.

... M té manjé la déja. (2)

Ask him if they have eaten there before. Yo té manjé la déja? (2)

Answer in the negative. "No, they have not eaten there before."

Non, yo pa té manjé la déja.(2)

40. Loui recommends the restaurant. He says "They make good food."

... Yo fè bon manjé. (2)

Say "She doesn't make good food." Li pa fè bon manjé. (2)

If you wanted to compliment someone on his (or her) cooking, what would you say?

Ou fè bon manjé. (2)

Do you remember how to make the statement more emphatic?

Ou fè bon manjé, oui! (2)

41. Let's review this section of the dialog. Listen again.

Makdonal: A propo, ki bò m a jouenn youn koté pou mouen manjé, paskeu mouen grangou?

Loui: Ou a jouenn youn réstoran nan Plézans-mèm tou pré légliz katolik-la.

Makdonal: Ou té manjé la déja?

Loui: Oui, m té manjé la déja. Yo fè bon manjé.

Now answer the following questions orally.

1. Makdonal ap mandé-li youn lòt sèvis?	Oui, l ap mandé-li ki bò pou li jouenn youn koté pou li manjé.
2. Makdonal mandé ki koté lapòs?	Non, l ap mandé ki koté youn réstoran, paskeu li grangou.
3. Sé lakomin ki tou pré légliz katolik-la?	Non, sé réstoran-an ki tou pré légliz katolik-la.
4. Msyeu Makdonal grangou?	Oui, li grangou.
5. Makdonal té manjé la déja?	Non, li pa té manjé la déja.
6. Ki sa yo fè nan réstoran-an?	Yo fè bon manjé.
7. Pou ki sa Makdonal mandé ki koté youn bon réstoran?	Paskeu li grangou.
8. Ki koté youn bon réstoran?	Li nan Plézans-mèm tou pré légliz katolik-la.

42. Now you know the first two parts of the dialog. Listen to the last part again.

Makdonal: Ki bò ou sòti la-a?

Loui: M sòti O Kap.

Makdonal: O Kap louen ak isit? 6.16

Loui: Li pa tro louen.

Makdonal: Konbé kilomèt kon sa?

Loui: Kité-m ouè. Aprè Plézans, sé senkant kilomèt ki rété pou rivé O Kap.

Makdonal: Mèsi anpil, Loui, monchè.

Loui: Deu ryen, monchè Makdonal; bon vouayaj.

43. As you have seen, in this part of the dialog the two men discuss the location of Cape Haitian and the relative distance to Cape Haitian. MacDonald asks Loui where he is coming from.

... Ki bò ou sòti la-a? (2)

Here's the word for "to go out". ... sòti (2)

Imagine that you meet a friend and you are curious to know where he has been. Ask him where he is coming from.

Ki bò ou sòti la-a? (2)

If Loui had asked MacDonald where he was coming from, what would he have said?

M sòti Pòtoprens. (2)

44. Here's what Loui says. ... M sòti O Kap.

Say that you come from the United States. M sòti Étazuni.

Say that Mr. MacDonald is going to Cape Haitian.

Msyeu Makdonal pralé O Kap.

45. MacDonald asks "Is Cape Haitian far from here?"

... O Kap louen ak isit?

Do you remember how to say "near"? pré

Say "very near". tou pré (2)

"far":	... louen
Ask whether it's far.	Li louen?
Say that O Kap is far.	O Kap louen. (2)
46. Do you remember the word for "here"?	isit (2)
Say the short form for "with".	ak (2)
Say "from here" (literally, "with here").	ak isit (2)
Ask if O Kap is far from here.	O Kap louen ak isit? (2)
Now ask if the American Embassy is far from here.	Anbassad amérikenn louen ak isit?
47. Do you remember how to say "Where are you coming from?"	Ki bò ou sòti la-a? (2)
Ask "Is it far from here?"	Li louen ak isit? (2)
Loui says that it's not too far.	... Li pa tro louen. (2)
Now you say "It's not very near."	Li pa tou pré. (2)
Now ask whether the restaurant is not too far from here.	Réstoran-an pa tro louen ak isit?
48. MacDonald says "How many kilometers is it?"	... Konbé kilomèt kon sa? (2)
Here's the word for "kilometer".	... kilomèt (2)
Ask me how many kilometers.	Konbé kilomèt kon sa? (2)

Tell someone that you're going to Port-au-Prince. Ask how many kilometers it is.

	M pralé Pòtoprens. Konbé kilomèt kon sa? (2)
Now ask if Cape Haitian is far from here.	O Kap louen ak isit? (2)
49. Loui says, "Let me see. After Plaisance, it's fifty kilometers to get to Cape Haitian."	... Kité-m ouè. Aprè Plézans, sé senkant kilomèt ki rété pou rivé O Kap. (2)
You can say "I see."	M ouè.
Here's the word for "to let" or "to allow".	... kité (2)
Repeat the word which means "to allow".	koté/kité (2)
You should have repeated the second word.	
Now say "Let me see.:	Kité-m ouè. (2)
Ask permission to go.	Kité-m alé. (2)
50. Ask someone how many kilometers it is.	Konbé kilomèt kon sa? (2)
Now say that it's ten kilometers.	Sé dis kilomèt. (2)
Say it's six kilometers.	Sé sis kilomèt. (2)
Say "After Plaisance, it's five kilometers."	Aprè Plézans, sé senk kilomèt. (2)
Now say that between Pétionville and here, it is ten kilometers.	Pétyonvil ak isit, sé dis kilomèt. (2)
51. Literally, Loui says, "It's fifty kilometers that remain to arrive in O Kap."	... Sé senkant kilomet ki rété pou rivé O Kap. (2)

How do you say "five kilometers"?	senk kilomèt (2)
Here's the word for "fifty".	... senkant (2)
Try to write the word for "fifty" in the appropriate space in the workbook. Listen again first.	
	... senkant (2)
Now let's fill in the other blanks.	
Here's the word for "twenty". Listen first; then try to write it.	
	... ven (2)
"thirty"	... trant (2)
"forty":	... karant (2)
Now read the word for "fifty".	senkant (2)
Here's the word for "sixty."	... souasant (2)
Let's review. Read the list of numbers.	
Now count from one to ten. You will hear the confirmation after you have completed the count.	
	youn, dé, troua, kat, senk, sis, sèt, uit, nèf, dis
52. Do you remember how to say "to remain"?	rété (2)
Say that you're remaining here.	M rété isit. (2)
Repeat.	M rété isit.
Now say that there are fifty kilometers left.	
	Sé senkant kilomèt ki rété. (2)
Say "to arrive in Cape Haitian".	pou rivé O Kap.
Now tell me that there are fifty kilometers left to get to Cape Haitian.	
	Sé senkant kilomèt ki rété pou rivé O Kap. (2)

6.20

53. Now consulting the list in the workbook, do the following exercise with numbers orally.

It's thirty kilometers to get to Cape Haitian.

Sé trant kilomèt ki rété pou rivé O Kap.

It's not sixty kilometers.

Sé pa souasant kilomèt.

It's forty kilometers to get to Pétionville.

Sé karant kilomèt ki rété pou rivé Pétyonvil.

It's twenty kilometers.

Sé ven kilomèt.

54. Now say that after Plaisance it's thirty kilometers to get to O Kap.

Aprè Plézans, sé senkant kilomèt ki rété pou rivé O Kap. (2)

55. MacDonald says "thank you" to Loui.

... Mèsi anpil, Loui, monchè.(2)

Loui replies, "You're welcome, MacDonald, old man; have a good trip."

... Deu ryen, monchè Makdonal; bon vouayaj. (2)

56. Here's how to say "You're welcome" (literally, "of nothing").

... Deu ryen. (2)

Say "You're welcome, old man."

Deu ryen, monchè. (2)

57. Here's the expression meaning "Have a good trip."

... bon vouayaj (2)

Wish me a good trip.

Bon vouayaj. (2)

58. Now that you have learned this part of the dialog, listen again. Then there will be oral and written questions.

Makdonal: Ki bò ou sòti la-a?

Loui: M sòti O Kap.

Makdonal: O Kap louen ak isit?

Loui: Li pa tro louen.

Makdonal: Konbé kilomèt kon sa?

Loui: Kité-m ouè. Aprè Plézans, sé senkant kilomèt ki rété pou rivé O Kap.

Makdonal: Mèsi anpil, Loui, monchè.

Loui: Deu ryen, monchè Makdonal; bon vouayaj.

Now turn to the Workbook section on page 82, labelled "Exercise for Part 3 of Dialog" and write the appropriate answers. If you need help, you may want to listen again.

Now listen to the questions on the tape. Then answer according to the prompts written in your workbook. The confirmation will be given by the voice on the tape.

1. Pétyonvil ak isit sé konbé kilomèt? Sé karant kilomèt.

2. Pòtoprens ak Pétyonvil sé konbé kilomèt?

Sé dis kilomèt.

3. O Kap louen ak Gonaïv ? Oui, li byen louen.

4. Plézans ak O Kap sé konbé kilomèt? Sé karant kilomèt.

59. In this exercise you will read a passage in your workbook. This passage might well have been an introduction to the dialog you have just learned, so you should already be familiar with its content. For words you don't know, consult the vocabulary which follows. Then prepare the written translation into English.

60. Now that you know the entire dialog and the introduction, do the exercises in the workbook.

Lesson 22 - GRAMMAR

A. Noun Markers - Definite Article

In Lesson 14 (Unit IV) we saw that the definite article occurs in two forms:

lèt-la

vs. zouti-a

_La_ is the form of the definite article after nouns ending with a consonant; _a_ the form after nouns ending with a vowel. We need to modify this statement somewhat. Compare

	maché-a	"the market"
vs.	chen-an	"the dog
	bra-a	"the arm"
vs.	réstoran-an	"the restaurant"

The definite article is -_a_ after nouns ending with a non-nasal vowel but the nasal vowel -_an_ after nouns ending with any of the nasal vowels--_en_, _an_, _on_.

Exercises

a. Provide the appropriate form of the definite article.

bra	bra-a
zouti	zouti-a
chen	chen-an
volan	volan-an
bank	bank-la
lapòs	lapòs-la
ransègnman	ransègnman-an
magazen	magazen-an

b. Replace the form of the definite article by the form appropriate to the noun given by the voice on the tape.

Example: Ki koté buro-a yé?

Cue: réstoran

Answer: Ki koté réstoran-an yé?

Now we begin:

Ki koté buro-a yé?	(magazen)	Ki koté magazen-an yé?
	(maché)	Ki koté maché-a yé?
	(kamyonèt)	Ki koté kamyonèt-la yé?
	(chen)	Ki koté chen-an yé?
	(bank)	Ki koté bank-la yé?
	(chofè)	Ki koté chofè-a yé?
	(tonton)	Ki koté tonton-an yé?
	(buro)	Ki koté buro-a yé?

Now compare:

lèt-la
vs. moun-nan

chen-an
vs. lign-nan

fiy-la
vs. madam-nan

The definite article is -nan after nouns ending with a nasal consonant --m, n, gn.

Summary

Forms of the Definite Article

		Not Nasal	Nasal
After	a vowel	-a	-an
	a consonant	-la	-nan

Exercises

a. Provide the appropriate form of the definite article.

pitit	pitit-la
ti moun	ti moun-nan
chen	chen-an
lign	lign-nan
magazen	magazen-nan
bra	bra-a
télégraf	télégraf-la
pitit	pitit-la

b. Substitution Drill

Ou ouè réstoran-an?

(kay)	Ou ouè kay-la?
(madam)	Ou ouè madam-nan?
(gason)	Ou ouè gason-an?
(lign)	Ou ouè lign-an?
(aisyen)	Ou ouè aisyen-an?
(kazèn)	Ou ouè kazèn-nan?
(galri)	Ou ouè galri-la?
(kay)	Ou ouè kay-la?

c. Replace the indefinite article by the definite article.

M genyen youn vouatu. → M genyen vouatu-a.

Sa sé youn magazen. → Sa sé magazen-an.

Ki koté m kap jouenn youn téléfòn? → Ki koté m kap jouenn téléfòn-nan?

Ou kap ba-m youn ransègnman? → Ou kap ba-m ransègnman-an?

Ou a jouenn youn légliz. → Ou a jouenn légliz-la.

Yo chèché youn ti moun. → Yo chèché ti moun-nan.

B. Plural of Nouns

In Creole, nouns take the plural only when plurality cannot be inferred from context. The plural thus does not occur when a numeral or modifier indicating plurality is present in the sentence. The plural marker is yo postposed to the noun or phrase. E.g.

Ou ap chèché lèt-la?	"Are you looking for the letter?"
Ou ap chèché dé lèt?	"Are you looking for two letters?"
Ou ap chèché lèt-yo?	"Are you looking for the letters?"
Yo genyen anpil lèt.	"They have a lot of letters."

Exercises

a. Change the noun to the plural.

M genyen kab-la.	M genyen kab-yo.
Ou jouenn zouti-a?	Ou jouenn zouti-yo?
Yo ouè ti moun-nan.	Yo ouè ti moun-yo.
Li a ba-ou ransègnman.	Li a ba-ou ransègnman-yo.
N ap pòté zouti-a.	N ap pòté zouti-yo.
Li mandé gason-an.	Li mandé gason-yo.

b. Change the noun to the plural if necessary.

M genyen lèt-la. → M genyen lèt-yo.

Li jouenn sis paket.

Yo ouè anpil magazen.

Ki koté m kap jouenn buro-a? → Ki koté m kap jouenn buro-yo?

Ou kap jouenn téléfòn-nan isit. → Ou kap jouenn téléfòn-yo isit.

Yo genyen deu ti moun.

c. Change to the singular.

Ou a chèché lèt-yo? → Ou a chèché lèt-la?

Yo genyen chen-yo. → Yo genyen chen-an.

Li jouenn vouatu-yo. → Li jouenn vouatu-a.

M a pòté zouti-yo. → M a pòté zouti-a.

M pa konnen moun-yo. → M pa konnen moun-nan.

Ou ouè bank-yo? → Ou ouè bank-la?

Li fè sign-yo. → Li fè sign-nan.

Li mandé ransègnman-yo. → Li mandé ransègnman-an.

d. Translation

1.	He's bringing my letter.	L ap pòté lèt-mouen.
2.	They see a lot of stores.	Yo ouè anpil magazen.
3.	You'll find the children here.	Ou a jouenn ti moun-yo isit.
4.	Where is the office?	Ki koté buro-a yé?
5.	He doesn't see the lady.	Li pa ouè madam-nan.
6.	The telephone is across from you.	Téléfòn-nan an fas-ou.
7.	She doesn't know the man.	Li pa konnen msyeu-a.
8.	Where can I find the car?	Ki koté m kap jouenn vouatu-a?

C. Past Completive Particle

When a verb occurs in the timeless (simple) form, it may denote an action which took place in the past but which impinges on the present, e.g.

Li sòti. "He's gone out."

While the person under discussion may have gone out several days ago, the speaker views the action with reference to the present. We may infer from the use of the simple form that the person under discussion has gone out and has not yet returned. If we want to indicate that the person under discussion has gone out some time in the past and returned, that is, that the action or state of affairs is completely terminated, we use the past completive particle té.

In the dialog note that MacDonald asks Loui: "Ou té manjé la déja?" This implies that Loui has eaten at the restaurant some time in the past. If the two men had met in the restaurant, as Loui was rising from the table after his meal, MacDonald might have said "Ou manjé." In this instance, the action would have some reference to the present.

Exercises

a. Change to the past completive.

M manjé poul-la.	M té manjé poul-la.
Yo jouenn youn bon réstoran.	Yo té jouenn youn bon réstoran.
L ap chèché télégraf-la.	Li té chèché télégraf-la.
Nou loué youn vouatu.	Nou té loué youn vouatu.
L alé manjé.	Li té alé manjé.
M di-ou ki koté li yé.	M té di-ou ki koté li yé.
Yo ba-m ransègnman.	Yo té ba-m ransègnman.

b. Translation

1. They're eating.	Y ap manjé.
2. They asked information (trip over).	Yo té mandé ransègnman.
3. She ate in that restaurant (trip over).	Li té manjé nan réstoran sa-a.
4. He looked for a camionette (not succeeding, he started to walk and is still walking).	Li chèché youn kamyonèt.
5. You'll find a small boy.	Ou a ouè youn ti gason.
6. They took a little walk to the market. (They've returned.)	Yo té fè youn ti viré nan maché-a.

Summary
Verb Particles

Timeless	no particle	yo manjé	"they eat" "they've eaten" "they ate"
Past completive	té	yo té manjé	"they ate"
Continuative	ap	y ap manjé	"they're eating" "they're going to eat"
	(pr + alé)	yo pralé	"they're going" etc.
Future	a	y a manjé	"they'll eat"
Conditional	ta	yo ta manjé	"they would eat"

Lesson 23 - PRONUNCIATION

A. Semivowels ou and u

Compare the following pairs:

pou	poua
jou	jouenn

The second member of each pair contains a sound similar to the first sound of English win. Creole /w/ often occurs between a consonant and a vowel. In that position you may tend to give it too much length and produce the full vowel ou instead.

Identification Test 1

Identify the member of each pair which contains the semivowel ou. Check each pair with the key. If you make the correct identification repeat the word containing the semivowel ou which will be given by the voice on the recording. Do this exercise until your score is perfect.

1.	poua	poua	2	poua
2.	foua	foua	1	foua
3.	louen	louen	2	louen
4.	mouen	mouen	2	mouen
5.	pouason	pouason	1	pouason
6.	beuzouen	beuzouen	2	beuzouen

Practice the following words containing the semivowel /w/:

poua	ouè	mouen	louen	jouenn
pouason	beuzouen	souasant	vouatu	o révoua

Read the following items aloud. Be sure to produce /w/, here represented by ou, in one syllable.

pouen   oui   troua   loué   pouason

ou ap ouè   n ap joué   souasant troua foua   sa ou ap bouè

asouè-a   6.31

When it occurs before the vowels o, ò, on and ou--vowels produced with the lips rounded--the consonant r sounds almost like w. Listen.

rouj

ròb

ro

Now practice pronouncing r before rounded vowels.

ròb rouj ro roti roma Robè

Read the following items aloud.

ront rout ròb buro roma sitron

youn bèl ròb rouj

Li rélé Robè.

Ki koté m kap jouenn buro-a?

Dictation

1. Li louen.
2. Ou a jouenn li.
3. Sa sé jouèt mouen.
4. N a ouè-nou asouè-a.
5. Li genyen youn bèl ròb rouj.

When it occurs before another vowel, the vowel u is a semivowel; that is, it is pronounced as a single syllable with the following vowel.

Listen: uit

kontinué

The occurrence of u as a semivowel is rare and need not be practiced.

B. The Sound /y/

Compare the following pairs:

é	yé
o	yo

The second member of each pair begins with the consonant y, which is nearly identical to the first sound of English you.

Now compare the following pairs:

yé	pyé
ben	byen

The second member of each pair contains the sound /y/ functioning as a semivowel. That is, it occurs between a consonant and a vowel and forms a single syllable with the vowel that follows.

Identification Test 2

Identify the word which contains the semivowel y. Check each pair with the key. If you make the correct identification repeat the word containing the semivowel y which will be given by the voice on the recording. Do this exercise until your score is perfect.

1.	pié	pyé	2	pyé
2.	dié	Dyé	2	Dyé
3.	bien	byen	2	byen
4.	byento	biento	1	byento
5.	vié moun	vyé moun	2	vyé moun

Practice the following items containing y functioning as a consonant or semivowel.

yé youn pyé byen Dyé msyeu bliyé voyé

genyen anyen kay bay bouòy fanmiy bagay babay

Read the following items aloud.

you yanm youn byen msyeu Dyé

kay bay fiy voyé bliyé yo yé

aisyen téyat dènyé vouayaj bagay fanmiy

rélijyeu réparasyon Pétyonvil réunyon

Yo genyen youn fiy.

Genyen kamyonèt an fas Bank Nasyonal.

Yo voyé anpil bagay asouè-a.

Msyeu bliyé li ta vlé alé Pétyonvil.

Dictation

1. Yo genyen youn fiy.
2. Sé youn aisyen.
3. Ou ouè Bank Nasyonal.
4. Li voyé fanmiy-li anpil bagay.

C. The Consonant gn

Compare the following words:

lin	lign
sin	sign

The second member of each pair contains the consonant gn. The consonant gn is produced by pronouncing simultaneously y and n.

Identification Test 3

Identify the word which contains gn. Check each pair with the key. If you make the correct identification repeat the word containing the consonant gn which will be given by the voice on the recording. Do this exercise until your score is perfect.

1.	lin	lign	2	lign
2.	sign	sin	1	sign
3.	pèy	pègn	2	pègn

Practice the following items containing gn.

lign sign konpagni ransègnman bengnen sengnen

Dictation

1. Li fè lign Pétyonvil.

2. Mouen ouè troua kamyonèt.

3. Konpagni-a li nan ru Koub.

4. Yo ba-yo ransègnman.

D. The Consonant j.

Compare the following pairs:

dja	ja
djou	jou

The first member contains the first sound of English job; the second is the first sound without any d sound.

Identification Test 4

Identify the word which contains the consonant j. Check each pair with the key. If you make the correct identification, repeat the word containing the consonant j which will be given by the voice on the recording. Do this exercise until your score is perfect.

1.	dja	ja	2	ja	
2.	jou	chou	1	jou	
3.	pay	paj	2	paj	
4.	bagay	bagaj	2	bagaj	
5.	Tidjo	Tijo	2	Tijo	6.35

Practice the following items.

jan jouk jouèt jounen jaden jounalis jodi-a sonjé

déja chanjé bonjou lòlòj vouayaj dégagé béréjenn

Read the following items aloud.

janb jouk manjé jodi-a jouenn-yo dégajé oblijé

Ki jan pou m voyé pakèt sa-a?

Sé youn jounalis aisyen.

Yo kap dégajé-yo byen.

Dictation

1. Yo manjé senk béréjenn.
2. Nou té travay tout la jounen.
3. Yo pa kap jouenn msyeu jodi-a.
4. Ki jan Tijo dégajé-li?

You should be able to read the dialog of Units V and VI fluently. Read each dialog sentence by sentence and compare it with the native model which will follow. Repeat each sentence until you are able to read it accurately and fluently. Should you have difficulty in understanding any word or phrase, review Lessons 17 and 21.

Mr. Jones: É msyeu. Bonjou. M ta vlé téléfònen. Ki koté m kap téléfònen isit?

Passerby: En ben, msyeu blan, ou kap téléfònen tou patou.

Mr. Jones: M pa konprann-ou, monchè.

Passerby: Ou kap téléfònen nan tout magazen-yo. Isit-mèm, kay Bata-a, ou kap téléfònen. Men pou pi su, si ou vlé fè youn ti maché, ou a téléfònen nan télégraf-la.

Mr. Jones: Ki koté télégraf-la yé?

Passerby: Li an fas-ou. Ou ouè pi gro kay? Bon, sé télégraf-la.

Mr. Jones: Ou su m kap téléfonen la vré?

Passerby: Oui, msyeu blan, ou kap jouenn téléfòn nan télégraf-la.

Mr. Jones: Bon, m ap mandé-ou youn lòt sèvis. Ki koté m kap jouenn kamyonèt pou m alé Pétyonvil?

Passerby: Isit la-mèm, sé nan ru dé Mirak, kamyonèt-yo monté.

Mr. Jones: Koté ru dé Mirak-la yé?

Passerby: Dévan-ou la. Lè ou sou koté galri Bata, ou nan ru dé Mirak; lè ou dévan-li, ou nan Gran ru. Sé la tout kamyonèt-yo viré.

Mr. Jones: M ouè. Mèsi anpil, monchè. Men, pou pran sigarèt-ou.

Passerby: Mèsi anpil. O révoua.

- - - - - - - - - -

Makdonal: Hé stop!

Loui: Bonjou. Ki sa ou beuzouen?

Makdonal: Monchè, m rélé Makdonal. É ou, kouman ou rélé?

Loui: M rélé Loui, m byen kontan fè konésans-ou. Ki sa ki rivé-ou?

Makdonal: Anyen, monchè. M pralé O Kap, m bliyé rout-la.

Loui: A, bon, m konprann. Ou sou rout-la. Kontinué tou drouat. Kou ou fè koub-la, ou ap jouenn Plézans.

Makdonal: A propo, ki bò m a jouenn youn koté pou mouen manjé, paskeu mouen grangou?

Loui: Ou a jouenn youn réstoran nan Plézans-mèm tou pré légliz katolik-la.

Makdonal: Ou té manjé la déja?

Loui: Oui, m té manjé la déja. Yo fè bon manjé.

Makdonal: Ki bò ou sòti la-a?

Loui: M sòti O Kap.

Makdonal: O Kap louen ak isit?

Loui: Li pa tro louen.

Makdonal: Konbé kilomèt kon sa?

Loui: Kité m ouè. Aprè Plézans, sé senkant kilomèt ki rété pou rivé O Kap.

Makdonal: Mèsi anpil, Loui monchè.

Loui: Deu ryen, monchè Makdonal; bon vouayaj.

6.38

Lesson 24 - COMPREHENSION PRACTICE

Dialog

The American journalist, MacDonald, arrives in Plaisance and finds the restaurant next to the Catholic church. He talks to the owner, Pédro.

Listen to the dialog.

Makdonal: Bonjou, msyeu.

Pédro: Bonjou, msyeu. Entrez, je vous en prie. Que désirez-vous?

Makdonal: M pa konprann sa ou di. Ki lang ou ap palé?

Pédro: Sé fransé m ap palé. Kouman ki fè ou konn palé kréòl, ou pa konn palé fransé?

Makdonal: M sé amériken. Mouen aprann kréòl anvan m vini an Aiti.

Pédro: A, bon. M konprann.

Makdonal: M rélé Makdonal. É ou-mèm, ki jan ou rélé?

Pédro: Mouen rélé Pédro.

- - - -

1. Imagine you're greeting the restaurant owner.

Bonjou, msyeu. (2)

2. Note that the owner naturally addresses a white stranger in French.

Entrez, je vous en prie. Que désirez-vous?

Here's how this would be in Creole. Entré, souplé. Sa ou vlé? (2)

How would you say "What would you like?" Sa ou vlé? (2)

Do you remember how to say "What do you need?"

Sa ou beuzouen? (2)

6.39

	Here's how to say "please".	... souplé (2)
3.	Listen to MacDonald's reaction to the French greeting.	M pa konprann sa ou di. Ki lang ou ap palé?
	Say that you understand.	M konprann. (2)
	Say that you don't understand.	M pa konprann. (2)
	Ask me what I'm saying.	Sa ou di? (2)
	Tell me you don't understand what he's saying.	M pa konprann sa li di. (2)
	Ask me whether I understand what you're saying.	Ou konprann sa m di-ou? (2)
4.	Invite me to come in.	Antré, souplé.
5.	Here's how to say "I speak Creole."	M palé kréòl.
	Repeat.	... palé (2)
	Ask me if I speak Creole.	Ou palé kréòl? (2)
	Say that you don't speak Creole.	M pa palé kréòl. (2)
	Say that he's in the process of speaking Creole.	L ap palé kréòl. (2)
6.	Try to translate MacDonald's question.	Ki lang ou ap palé? (2)
	He's asking Pédro what language he's speaking.	
	Here's the word for language. Repeat.	... lang (2)
	Now ask what language I'm in the process of speaking.	Ki lang ou ap palé? (2)

6.40

Ask me what language I speak (in general). Ki lang ou palé? (2)

7. Here's Pédro's reply. Sé fransé m ap palé. (2)

Say that it's Creole you're speaking. Sé kréòl m ap palé. (2)

Say that you speak French. M palé fransé. (2)

Say that it's Creole you're speaking, not French.

Sé kréòl m ap palé, sé pa fransé. (2)

Here's the word for "English." anglé (2)

Ask me whether I'm speaking English. Ou ap palé anglé? (2)

8. Can you figure out how to say "I don't understand French"?

M pa konprann fransé. (2)

Now ask me what language I understand. Ki lang ou konprann?

9. Pédro continues. Kouman ki fè ou konn palé kréòl, ou pa konn palé fransé? (2)

Clearly, Pédro is puzzled by the fact that a white foreigner knows how to speak Creole but not French.

Compare: konn/konprann

Which means "to know"? Repeat. ... konn/konprann (2)

The first word means "to know"; the second "to understand".

Say "I know". Note that the word ends with n.

M konn. (2)

Actually the word "to know" occurs in two forms. Compare and repeat.

... konn/konnen

6.41

To say "I know" you would have to use the long form. Say "I know."

M konnen. (2)

Before another word, the short form is used.

Say "I know how to speak French." M konn palé fransé. (2)

Ask me whether I know how to speak Creole. Ou konn palé kréòl?

10. Listen to Pédro's question again. Turn to page 98 of your workbook for its written form and English translation.

Kouman ki fè ou konn palé
kréòl ou pa konn palé fransé?

11. MacDonald replies. M sé amériken. (2)

Say that you're American. M sé amériken. (2)

Ask me whether Pédro is Haitian. Pédro sé aisyen? (2)

Now say "They're Haitians." Yo sé aisyen. (2)

12. Compare the words for "to understand" and "to learn".

konprann/aprann

Repeat. ... aprann

Say "I learned Creole (and I'm still learning it)."

M aprann kréòl. (2)

Now say "I learned Creole (and now I have completed learning it)."

M té aprann kréòl. (2)

Note that learning is an action of the type that would not generally be completed at any one time. The simple form is therefore used to express past time.

Ask me whether I learned Creole. Ou aprann kréòl? (2)

13.	Listen to MacDonald.	M sé amériken. Mouen aprann kréòl anvan m vini an Aiti.
	Say that they're learning Creole.	Yo aprann kréòl. (2)
	Say that they didn't learn Creole but that they learned French.	Yo pa aprann kréòl, yo aprann fransé. (2)
14.	Here's the word for "before".	anvan
	Repeat.	... anvan (2)
	Here's the word for "to come".	... vini (2)
	Say "He came to Haiti."	Li vini an Aiti. (2)
	Ask me when he came to Haiti.	Ki leù li vini an Aiti? (2)
	Say that he learned Creole before he came to Haiti.	Li aprann kréòl anvan li vini an Aiti. (2)
	Ask me whether I learned French before coming to Haiti.	Ou aprann fransé anvan ou vini an Aiti? (2)
15.	Say that you understand.	M konprann. (2)
	Ask me whether I understand what he's saying to you.	Ou konprann sa li di-ou? (2)
	Tell me you didn't understand what they've said to you.	M pa konprann sa yo té di-m.
16.	Listen.	Jounalis amériken-an rélé Makdonal. Mèt réstoran-an sé aisyen. Li rélé Pédro.

Now answer the following questions.

Ki jan jounalis amériken-an rélé?	Li rélé Makdonal.
É mèt réstoran-an ki jan li rélé?	Li rélé Pédro.

17. Ask me what my name is.	Ki jan ou rélé?
Say that you don't know the name of the American.	M pa konn ki jan amériken-an rélé. (2)

Now answer this question.

É ou-mèm, ki jan ou rélé?

18. Listen to the first part of the dialog again.

Makdonal: Bonjou, msyeu.

Pédro: Bonjou, msyeu. Entrez, je vous en prie. Que désirez-vous?

Makdonal: M pa konprann sa ou di. Ki lang ou ap palé?

Pédro: Sé fransé m ap palé. Kouman ki fè ou konn palé kréòl, ou pa konn palé fransé?

Makdonal: M sé amériken. Mouen aprann kréòl anvan m vini an Aiti.

Pédro: A, bon. M konprann.

Makdonal: M rélé Makdonal. É ou-mèm, ki jan ou rélé?

Pédro: Mouen rélé Pédro.

Now MacDonald is seated at a table and Pédro takes his order.

Pédro: Sa ou vlé manjé?

Makdonal: Sa ou genyen?

Pédro: Genyen poul, genyen pouason, genyen vyann bèuf.

Makdonal: Genyen roma?

Pédro: Oui, genyen roma.

Makdonal: Kité-m séyé roma-a.

Pédro: Sa ou vlé avè-li? Poua rouj, poua kongo, mai moulen, duri, patat, pòm dé tè?

Makdonal: Ou alé tro vit, monchè. Ou di genyen duri?

Pédro: Men oui. Anaiz, vini sèvi msyeu Makdonal youn bon roma ak duri. Sa ou vlé bouè, msyeu Makdonal?

Makdonal: M a bouè duven ak dlo byen fré.

19. Here's the word for "to eat".	... manjé (2)
Do you remember how to say "What do you wish?"	Sa ou vlé? (2)
Now ask me what I'd like to eat.	Sa ou vlé manjé? (2)

20. Do you remember the word for "to have"?	genyen (2)
Ask me what I have for you to eat.	Sa ou genyen pou mouen manjé? (2)

Note that the long form of the pronoun for "me" is used to contrast with the "you" that occurs in the first part of the sentence.

Now ask me what he has for me to eat.	Sa li genyen pou mouen manjé? (2)

21. Pédro is going to propose a few choices for the entrée.

"chicken":	... poul (2)
"fish":	... pouason (2)
"beef (meat)":	... vyann bèuf (2)
"meat":	... vyann (2)
"lobster":	... roma (2)

6.45

Now turn to page 98 of your workbook and fill in the meaning of the following words.

roma

beùf

pouason

poul

vyann beùf

22. Listen to Pédro. — Genyen poul, genyen pouason, genyen vyann beùf.

Ask whether there is some chicken. — Genyen poul? (2)

Tell me there is some lobster. — Genyen roma. (2)

Tell me there is some beef but there is no fish.

Genyen vyann beùf, pa genyen pouason. (2)

23. Do you remember how to tell someone you don't understand what he's saying?

M pa konprann sa ou di. (2)

24. Now ask me whether there is any lobster. — Genyen roma? (2)

Ask me whether I would like some lobster. — Ou ta vlé roma? (2)

25. Here's the word for "to try". Repeat. — ... séyé (2)

Do you know how to say "I would like to try lobster."

M ta vlé séyé roma. (2)

Now say that you'd like to try the lobster. — M ta vlé séyé roma-a. (2)

Ask me whether the Americans would like to try the lobster.

Amériken-yo ta vlé séyé roma-a? (2)

6.46

26. Do you remember how to ask someone what he would like to eat?	Sa ou vlé manjé? (2)
27. Do you remember how to say "let me"?	kité-m (2)
Now say "Let me see."	Kité-m ouè. (2)
Can you say "let him"?	kité-li (2)
Now try to say "Let me try."	Kité-m séyé. (2)
Listen to MacDonald.	Kité-m séyé roma-a. (2)
Say "Let me try the fish."	Kité-m séyé pouason-an. (2)
Now say "Let them try the chicken."	Kité-yo séyé poul-la. (2)
Say that you want some chicken.	M vlé poul. (2)
28. Compare and repeat.	Sa ou vlé?/Sa ou vlé avè-li? (2)
You are probably more familiar with this variant.	... Sa ou vlé ak-li? (2)
Ask me what I would like with it.	Sa ou vlé ak-li? (2)
29. Pédro is now going to propose a series of vegetables.	
"red beans":	poua rouj (2)
"Congo beans":	poua kongo (2)
"corn grits":	mai moulen (2)
"corn":	mai (2)
"rice":	duri (2)
"sweet potato":	patat (2)

"potatoes":	pòm dé tè (2)
"rice and beans":	poua ak duri (2)
30. Turn to page 98 of your workbook and fill in the meaning of the following words.	poua duri poua kongo vyann patat mai moulen poua ak duri pòm dé tè pouason mai poua rouj roma
31. Listen to Pédro's list of vegetables.	Sa ou vlé avè-li? Poua rouj, poua kongo, mai moulen, duri, patat, pòm dé tè (2)
32. Ask whether there is rice.	Genyen duri? (2)
Now ask whether I have corn grits.	Ou genyen mai moulen? (2)
Tell me there are no red beans.	Pa genyen poua rouj. (2)
Tell me you'd like to eat beans and rice.	M vlé manjé poua ak duri. (2)
Tell me to let you try fish with rice.	Kité-m séyé pouason ak duri. (2)
33. Listen to Pédro again.	Sa ou vlé avè-li? Poua rouj, poua kongo, mai moulen, duri, patat, pòm dé tè? (2)
He's going too fast. Try to get him to slow down.	Rété, rété. Ou alé tro vit. (2)

6.48

34. Listen to MacDonald.	Ou alé tro vit, monchè. Ou di genyen duri?
Say "Did you say there are potatoes?"	Ou di genyen pòm dé tè? (2)
Say "Let me try beef and potatoes."	Kité-m séyé vyann bèuf ak pòm dé tè. (2)
Now say "Let me try the lobster with rice."	Kité-m séyé roma-a ak duri.(2)
Tell me you'll try the chicken and grits.	Kité-m séyé poul ak mai moulen.
Tell me you'll try beef and rice.	Kité-m séyé vyann bèuf ak duri.
35. Ask me whether the fish is good.	Pouason-an bon? (2)
Tell me that the chicken is good.	Poul-la bon. (2)
Now assure me that the grits are good. Use the emphatic oui.	Mai moulen-an bon, oui! (2)
36. Listen as Pédro transmits the order to the waitress, Anaiz.	Anaiz, vini sèvi msyeu Makdonal youn bon roma ak duri. (2)
Here's the word for "to serve".	... sèvi (2)
Can you say "Serve me the lobster."	Sèvi-m roma-a. (2)
Tell me to serve you some beef.	Sèvi-m vyann bèuf. (2)
37. Ask me what I have for you to eat.	Sa ou genyen pou mouen manjé? (2)
Tell me there's fish, chicken and lobster.	Genyen pouason, poul é roma. (2)
Ask me whether the lobster is good.	Roma-a bon? (2)

Tell me there is a lot of fish.	Genyen anpil pouason. (2)
Ask me whether there's a lot of rice.	Genyen anpil duri? (2)
Ask me whether there's a lot of good fish.	Genyen anpil bon pouason? (2)
Now ask me whether they make good food at that restaurant.	Yo fè bon manjé nan réstoran sa-a? (2)

38. Here's the word for "to drink". Repeat.	... bouè (2)
Ask me what I would like to drink.	Sa ou vlé bouè? (2)
Tell me he drinks a lot.	Li bouè anpil. (2)
Ask me what he would like to drink.	Sa li vlé bouè? (2)

39. Here's a choice of drinks.

"wine":	... duven (2)
"water":	... dlo (2)
"beer":	... byè (2)
"coca-cola":	... koka-kola (2)
"milk":	... lèt (2)

40. Turn to page 99 of your workbook and fill in the meaning of the following.

lèt
dlo
pouason
poua
duven
duri
pòm dé tè
byè

6.50

41. Ask me what I would like to drink.	Sa ou vlé bouè? (2)
Now ask me what I would like to eat.	Sa ou vlé manjé? (2)
Say "Let me try wine."	Kité-m séyé duven. (2)
Say you will drink some water.	M a bouè dlo. (2)
Ask whether I want some water.	Ou vlé dlo? (2)
Ask whether there is beer.	Genyen byè? (2)
42. Here's what MacDonald replies.	M a bouè duven ak dlo byen fré.
Say that you will drink some water.	M a bouè dlo. (2)
Ask me whether I'd like to drink coca-cola.	Ou vlé bouè koka-kola? (2)
Do you remember how to say "well"?	byen (2)
Can you guess at the meaning of:	dlo byen fré
It means "water nice and cold". Repeat.	... dlo byen fré (2)
43. Say that you'd like some nice, cold water.	M vlé dlo byen fré. (2)
Say "Serve me some nice, cold water."	Sèvi-m dlo byen fré. (2)
44. Now ask to try the lobster with rice and congo beans.	
	Kité-m séyé roma-a ak duri é poua kongo. (2)

Now listen to the second part of the dialog again.

Pédro: Sa ou vlé manjé?

Makdonal: Sa ou genyen?

Pédro: Genyen poul, genyen pouason, genyen vyann beùf.

Makdonal: Genyen roma?

Pédro: Oui, genyen roma.

Makdonal: Kité-m séyé roma-a.

Pédro: Sa ou vlé avè-li? Poua rouj, poua kongo, mai moulen, duri, patat, pòm dé tè?

Makdonal: Ou alé tro vit, monchè. Ou di genyen duri?

Pédro: Men oui. Anaiz, vini sèvi msyeu Makdonal youn bon roma ak duri. Sa ou vlé bouè, msyeu Makdonal?

Makdonal: M a bouè duven ak dlo byen fré.

MacDonald has finished his meal and asks for the bill. He comments on the quality of the food in Pédro's restaurant.

Makdonal: Monchè Pédro, yo konn fè bon manjé kay-ou! Pralé kounyé-a pou m rivé O Kap bonnè.

Pédro: Anaiz, pòté nòt-la pou msyeu Makdonal.

Makdonal: Kouman, kat goud é dmi, tout manjé sa-a. Sé pa chè. Konbé pou m kité kom pouboua?

Pédro: Sa ou vlé.

Makdonal: Bon, mèsi anpil. M alé.

45. Listen to MacDonald.	Yo konn fè bon manjé kay-ou!
How would you say "They make good food here".	Yo fè bon manjé isit! (2)
Say that they know how to make good food.	Yo konn fè bon manjé. (2)
Ask whether they make good food at Pédro's restaurant.	Yo fè bon manjé nan réstoran Pédro-a?

Note the use of the definite article since we are dealing with a specific restaurant.

	Ask whether they know how to make good food.	Yo konn fè bon manjé? (2)
	Tell me that I'll be able to find good food there.	Ou kap jouenn bon manjé la. (2)
	Tell me that they make good food at my place.	Yo konn fè bon manjé kay-ou. (2)
46.	Do you remember how to say "Where do they make good food?"	Ki bò yo fè bon manjé? (2)
	Ask me whether I know a place where they make good food.	Ou konnen youn koté ki bò yo fè bon manjé? (2)
47.	Say that he's going to Cape Haitian.	Li pralé O Kap. (2)
	Ask me whether I'm going to Port-au-Prince.	Ou pralé Pòtoprens? (2)
	Say he went (and is still going) to Pétionville.	L alé Pétyonvil. (2)
48.	Listen to MacDonald.	M pralé kounyé-a, pou m rivé O Kap bonnè. (2)
	Say that you want to arrive in Cape Haitian early.	M vlé rivé O Kap bonnè.
	Ask me whether I'm going now.	Ou pralé kounyé-a? (2)
	Tell me you're leaving now in order for you to arrive in Cape Haitian early.	M pralé kounyé-a pou m rivé O Kap bonnè. (2)
	Ask me whether I'll arrive in Plaisance early.	Ou a rivé Plézans bonnè?(2)

6.53

Tell me that you would like to arrive in Port-au-Prince early.

M ta vlé rivé Pòtoprens bonnè. (2)

49. Pédro asks the waitress Anaiz, to bring the bill to MacDonald.

Anaiz, pòté nòt-la pou msyeu Makdonal.

Say that she brings the bill. — Li pòté nòt-la. (2)

Ask her to bring you the bill. — Pòté-m nòt-la. (2)

Ask whether he wants to bring the bill to you, please.

Ou vlé pòté nòt-la, souplé? (2)

50. Here's the word for "how much". Repeat. — ... konbé (2)

Ask how much it is. — Konbé? (2)

51. Here's the reply. — ... Kat goud é dmi. (2)

Note: a gourde is worth approximately U.S. 20 cents.

Write down how much the meal costs in U.S. money.

kat goud é dmi

52. Here's how to say "all this food". — tout manjé sa-a (2)

Say that all this food is five gourdes. — Tout manjé sa-a sé senk goud. (2)

Ask if all this food is four gourdes. — Tout manjé sa-a sé kat goud? (2)

Ask how much all this food is. — Konbé tout manjé sa-a? (2)

53. MacDonald comments on the price of the meal.	Kouman, kat goud é dmi, tout manjé sa-a. Sé pa chè.
Say that it's expensive.	Sé chè. (2)
Ask whether four and a half gourdes is expensive.	Kat goud é dmi, sé chè?(2)
Tell me that it's not expensive.	Sé pa chè. (2)
54. Here's how to ask for the price of individual items.	Konbé pou roma-a?
Repeat.	Konbé pou roma-a? (2)
Ask how much the fish is.	Konbé pou pouason-an? (2)
Ask how much beans and rice is.	Konbé pou poua ak duri?(2)
55. MacDonald now asks about the tip.	... Konbé pou m kité kom pouboua? (2)
Say "I leave."	M kité. (2)
Here's the word for "tip". Repeat.	... pouboua (2)
Repeat. "as tip":	... kom pouboua (2)
Say "How much should I leave?"	Konbé pou m kité? (2)
Ask how much you should leave as tip.	Konbé pou m kité kom pouboua? (2)
56. Say "what you want".	sa ou vlé (2)
Ask me how much I want to leave as tip.	Konbé ou vlé kité kom pouboua? (2)
57. Thank me.	Mèsi.
Say "Thanks a lot."	Mèsi anpil.

58. MacDonald takes his leave.	M alé.
Say that you're leaving.	M alé. (2)

Now listen to the entire dialog between MacDonald and Pédro.

Makdonal: Bonjou, msyeu.

Loui: Bonjou, msyeu. Entrez, je vous en prie. Que désirez-vous?

Makdonal: M pa konprann sa ou di. Ki lang ou ap palé?

Pédro: Sé fransé m ap palé. Kouman ki fè ou konn palé kréòl, ou pa konn palé fransé?

Makdonal: M sé amériken. Mouen aprann kréòl anvan m vini an Aiti.

Pédro: A, bon. M konprann.

Makdonal: M rélé Makdonal. É ou-mèm, ki jan ou rélé?

Pédro: Mouen rélé Pédro.

Pédro: Sa ou vlé manjé?

Makdonal: Sa ou genyen?

Pédro: Genyen poul, genyen pouason, genyen vyann beùf.

Makdonal: Genyen roma?

Pédro: Oui, genyen roma.

Makdonal: Kité-m séyé roma-a.

Pédro: Sa ou vlé avè-li? Poua rouj, poua kongo, mai moulen, duri, patat, pòm dé tè?

Makdonal: Ou alé tro vit, monchè. Ou di genyen duri?

Pédro: Men oui. Anaiz, vini sèvi msyeu Makdonal youn bon roma ak duri. Sa ou vlé bouè, msyeu Makdonal?

Makdonal: M a bouè duven ak dlo byen fré.

6.56

Makdonal: Monchè Pédro, yo konn fè bon manjé kay-ou! Pralé kounyé-a pou m rivé O Kap bonnè.

Pédro: Anaiz, pòté nòt-la pou msyeu Makdonal.

Makdonal: Kouman, kat goud é dmi, tout manjé sa-a. Sé pa chè. Konbé pou m kité kom pouboua?

Pédro: Sa ou vlé?

Makdonal: Bon, mèsi anpil. M alé.

Answer the following questions. The confirmation will be given.

Ki bò genyen youn bon réstoran?	Nan Plézans tou pré légliz katolik-la.
Jounalis amériken-an, ki jan li rélé?	Li rélé Makdonal.
Mèt réstoran-an kouman li rélé?	Li rélé Pédro.
Makdonal konn palé fransé?	Non, li pa konn palé fransé.
Ki lang li palé?	Li palé kréòl.
É ou-mèm, ki lang ou konn palé?	Mouen palé anglé.
Pédro konn palé fransé é pi kréòl tou?	Oui, Pédro konn palé fransé é pi kréòl tou.
Sa Makdonal vlé manjé?	Li vlé manjé roma ak duri.
Genyen roma?	Oui, genyen roma.
Roma-a bon?	Oui, li bon.
Yo fè bon manjé kay Pédro?	Oui, yo fè bon manjé la.
Ki koté Makdonal pralé?	Li pralé O Kap.
É ki bò li sòti?	Li sòti Pòtoprens.
Ki bò réstoran- Pédro yé?	Li nan Plézans.
Ki moun ki pòté nòt-la?	Sé Anaiz.

Sé konbé pou tout manjé sa-a?	Kat goud é dmi.
Sé chè?	Non, sé pa chè.
Konbé pou Makdonal kité kom pouboua?	Sa li vlé.

Now turn to page 99 of your workbook. Read the narration and answer the written questions that follow.